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ABSTRACT

This report presents profiles of major training activities for teachers of adult basic English (ABE) and adult English as a Second Language (ESL) in the 50 states and the District of Columbia. Included in the profiles are statewide and regional training activities funded through Section 353 of the Adult Education Act and other federal, state, and local sources. Each state profile contains the following data elements: (1) state name; (2) number of ABE and ESL participants based on fiscal year (FY) 1989 data; (3) federal, state, and local expenditures for adult education (FY 1989 data); (4) number of adult education teachers and volunteer instructors (FY 1988 data on teachers and FY 1989 data on volunteers); (5) state credentials required for adult education teachers--including state certification requirements and, when available, a description of hiring standards; (6) a list of training activities for ABE and ESL teachers and volunteer instructors and their funding levels from federal, state, and local sources (FY 1990 data in most states); and (7) descriptions of these training activities, including, when available, the number of people trained and the content of the training. (AMH)

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STUDY OF ABE/ESL INSTRUCTOR TRAINING APPROACHES

ED338605

STATE PROFILES REPORT

February 1991

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STUDY OF ABE/ESL INSTRUCTOR TRAINING APPROACHES

STATE PROFILES REPORT

February 1991

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ABE AND ESL STATE INSTRUCTOR TRAINING PROFILES REPORT

Introduction

There is widespread agreement among adult education researchers and policymakers about the need to provide additional training opportunities for adult education teachers and volunteer instructors. It is frequently suggested that an inadequately trained teaching force is a key obstacle to improving adult basic and English-as-a-second-language education (ABE and ESL) services (Foster, 1989; Kazemek, 1988; Harman, 1985). Most adult education teachers have teaching backgrounds in either elementary or secondary education, but are less likely to have experience in adult education (Gadsden, 1988; Fingeret, et al., 1985; Young, et al., 1980). As a result, adult education teachers, despite good intentions, general teaching ability and some familiarity with remedial reading instruction, may not be attuned to the needs of adult learners (Kazemek, 1988; Harman, 1985).

Improving and expanding training opportunities for adult education instructors is a complicated task. One difficulty is the schedule of teachers. The part-time nature of adult education teaching inhibits professional staff development, largely because those who teach during the day may not have the time or incentive to attend inservice training or to obtain a degree in adult education (Kazemek, 1988). Furthermore, with limited state and local funds available to support adult education services in general, local adult education programs are often not in a financial position to support training activities. The major source of funding for ABE and ESL teacher and volunteer instructor training remains Section 353 of the Adult Education Act, which authorizes states to spend at least 10 percent of their state grant on special projects, including training.

Purposes of this Report

This report presents profiles of each state's major training activities for ABE and ESL teachers and ABE volunteer instructors. These profiles are intended to provide a descriptive overview of major training activities in each state. The profiles have been prepared as part of a "Study of ABE/ESL Instructor Training Approaches" that is funded by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE). Included in the profiles are statewide and regional training activities funded through Section 353 of the Adult Education Act and other Federal, state, and local sources. Training activities funded by individual local programs are generally not included.

Information from the state profiles will inform other activities of the "Study of ABE/ESL Instructor Training Approaches", including:

- The content of a report on the state-of-the-practice of training for ABE and ESL teachers and ABE volunteer instructors;
- The selection of successful training programs to be visited for a report that will examine the content of successful training programs and identify key aspects of these programs; and
- A report containing recommendations on the content of training modules to be developed for ABE and ESL teachers and ABE volunteer instructors.

Data Collection

The profiles were developed primarily from extant data about ABE and ESL training activities. Sources of information included:

- Office of Vocational and Adult Education files describing training activities funded through Section 353 of the Adult Education Act;
- State reports and descriptions requested from state directors of adult education and state staff responsible for Section 353 funded activities; and
- Reports and descriptions of training activities requested from directors of training programs.

Based on information obtained from these sources, individual state profiles summarizing training activities have been prepared.[1] In all instances the most recent data available from OVAE are presented. Each state profile contains the following data elements:

- State name;
- Number of ABE and ESL participants -- FY 1989 data;
- Federal, state, and local expenditures for adult education -- FY 1989 data;
- Number of adult education teachers and volunteer instructors -- FY 1988 data on teachers and FY 1989 data on volunteer instructors;
- State credentials required for adult education teachers -- including state certification requirements and, when available, a description of hiring standards;
- A list of training activities for ABE and ESL teachers and volunteer instructors and their funding levels from Section 353 of the Adult Education Act and other Federal, state, and local sources -- FY 1990 data on activities and funding are available from most states; and
- Descriptions of these training activities, including, when available, the number of people trained and the content of the training.

Footnotes are used in individual state profiles to explain specific limitations of the data presented. For example, Section 353 funds used specifically for training activities could not always be separated from funds used for special projects in general (e.g., a resource center or curriculum development). Also, while the focus of this report is on training of ABE and ESL teachers and volunteer instructors, some projects and funds are also used to support training of GED instructors. Funding totals could not always be separated from support for ABE and ESL teacher and volunteer instructor training.

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[1] Data are included for 49 states and the District of Columbia. Information on staff development in Florida was not available.

ALABAMA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 30,611 (94%)	ESL: 1,906 (6%)	Total: 32,517

Funding (FY 1988)

Federal: $2,142,736 (48%)	State/Local: $2,332,044 (52%)	Total: $4,474,780

Section 353 Funding:
$214,273

Instructors

Teachers: 603 PT; 73 FT (FY 1988)	Volunteers: 634 (FY 1989)

STATE CREDENTIALS

To become certified, ABE instructors must have an undergraduate-level teaching certificate in any field. They must then complete an approved master's-level ABE program, which is a minimum of 33 semester hours.

TRAINING ACTIVITIES

Funding

Section 353 Funds:	Other Funds:	Total:
$37,500 (FY 1990)	0	$37,500 (FY 1990)
$37,500 (FY 1991)	0	$37,500 (FY 1991)

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	300[1]	Instructors	0	Instructors	300[1]

Training Projects (FY 1990)

Section 353 Projects	Revenues
State Teachers Conference	$37,500

Other Projects	Revenues
None	--

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[1] Includes ABE, ESL, and GED instructors, volunteers, and administrators.

ADDITIONAL INFORMATION

In Alabama, each local ABE system is required to provide inservice and staff development opportunities for ABE personnel; therefore, most ABE staff development occurs locally and not statewide. The only exception is an annual State Teachers Conference held every August that is attended by approximately 300 ABE, ESL, and GED instructors, volunteers, and administrators. Over the course of the three days many different workshops are held. A sampling includes Basic Reading Skills, Factors that Affect Adult Learning, How to Begin an ABE Tutor Project, Math in Adult Education, Methods and Materials for ESL, and Vocabulary Development for the Adult Learner. In each of FY 1990 and FY 1991, $37,500 in Section 353 funds paid for the entire cost of the conference, with the exception of the transportation costs that were paid by the participating local programs.

ALASKA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 2,967 (71%)	ESL: 1,234 (29%)	Total: 4,201

Funding (FY 1988)

Federal: $345,270 (17%)	State/Local: $1,729,957 (83%)	Total: $2,075,227

Section 353 Funding:
$141,997

Instructors

Teachers: 117 PT; 24 FT (FY 1988)	Volunteers: 212 (FY 1989)

STATE CREDENTIALS

There are no certification requirements for adult education teachers.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds:	Other Funds: $292,950	Total:

Staff Trained (FY 1990)

Section 353 Projects:[1]		Other Projects:		Total:	
Instructors	305	Instructors	14	Instructors	319
Volunteers		Volunteers	375	Volunteers	375
Total	305	Total	389	Total	694

Training Projects (FY 1990)

Section 353 Projects	Revenues
Nine Star Enterprises, 19 workshops	(Figure unavailable)

---

[1] Approximate.

Other Projects	Revenues
Anchorage Literacy Project	$210,000
Literacy Council of Alaska	78,000
Yup'ik ABE Teachers Become Process Writers	4,950

ADDITIONAL INFORMATION

Historically, all staff development and training funds for ABE/ESL programs have been dispersed to a private nonprofit agency, Nine Star Enterprises. This agency develops and provides workshops to all state-funded ABE/ESL programs and to three volunteer literacy programs. State-funded programs function at 70 rural and 20 urban sites, and all training activities are coordinated through major regional sites. Regional directors submit annual requests for training topics; Nine Star ranks these requests and, based on that process, develops a statewide training plan.

Major volunteer literacy programs include the Anchorage Literacy project and the Literacy Council of Alaska.

Rural sites have the unique "problem" that all villagers, including ABE/ESL teachers, are Yup'ik Indians whose second language is English.

ARIZONA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 7,227 (29%)	ESL: 17,456 (71%)	Total: 24,683

Funding (FY 1988)

Federal: $1,176,024 (53%)	State/Local: $1,050,000 (47%)	Total: $2,226,024

Section 353 Funding:
$117,603

Instructors

Teachers: 844 PT; 28 FT (FY 1988)	Volunteers: 679 (FY 1989)

STATE CREDENTIALS

Adult education teachers in Arizona must have a current elementary or secondary teaching certificate or have a bachelor's degree and recommendation from the prospective employer. This is a recent requirement; previously there were no certification requirements.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $26,800	Other Funds: $73,600[1]	Total: $100,400

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	10[2]	Instructors	171	Instructors	181
Volunteers	75	Volunteers	0	Volunteers	75

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[1] Includes other Yuma Coalition sources and Project Star funds.

[2] Consortium of working members who provide local training; number of teachers trained locally is unavailable.

Training Projects (FY 1990)

Section 353 Projects	Revenues[3]
Adult Education Staff Development Consortium	$17,000
Yuma Reading Council and Library Literacy Association	68,897

Other Projects	Revenues
Project Star	$14,500

ADDITIONAL INFORMATION

Most of the adult basic education teacher and volunteer training in Arizona is conducted at the local level with the guidance of the Arizona Adult Education Staff Development Consortium. A biennial conference is the other major statewide staff development initiative.

In FY 1990, the Adult Education Staff Development Consortium was composed of 10 working members, including seven ex-officio members who were the project directors for Arizona's seven regions, and a Consortium director. The Consortium met six times in FY 1990 to identify staff development needs and methods of delivery. Training sessions at two of those meetings -- Mathematics Strategies for ABE and GED in January 1990 and ESL Materials in April 1990 -- were open to the local staff in addition to the 10 Consortium working members. Twenty-five ABE and GED teachers and volunteers participated in the first session and 50 ESL teachers and volunteers participated in the second session.

Following the training sessions, the Consortium members provided workshops and inservice training in their own regions. Each of the 10 Consortium members conducted about four such sessions in FY 1990; the most frequently requested topics were Classroom Management, Teaching Adults with Special Needs, Teaching Math with Manipulatives and Family Math, Teaching ESL the Silent Way, and the Pragmatics of Teaching ESL.

The Adult Education Staff Development Consortium, which is fully funded by a 353 grant, budgeted $17,000 in FY 1990. Each working member received an honorarium of $1,000; the remainder of the grant paid for Consortium meetings and the two training activities. In FY 1991 the budget is $28,000; each working member will receive a $2,000 honorarium.

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[3] Section 353 projects also receive funds from other sources.

ADDITIONAL INFORMATION (Continued)

No statewide adult education conference was held in FY 1990; however, the FY 1991 conference, Lifelong Learning: A Vision for Arizona, was conducted in September 1990. Featured in the ABE/GED, ESL/Citizenship, and Special Populations strands of the conference were 25 concurrent training sessions. The conference was supplemented by preconference workshops in Applied Mathematics and the Skillful Teacher. Data on conference outcomes such as cost and attendance are not yet available. The FY 1989 conference drew 542 participants to activities including 54 concurrent training sessions, three general sessions, and a college credit course.

In addition, Project STAR (Sharing Techniques and Resources) provides funds for individual teachers and volunteers to attend local, state, and national training events. It does not directly fund any training activities. In FY 1990, 171 people used STAR funds to attend an aggregate total of 203 activities, including 128 workshops and 30 conferences. The project was allocated $14,500 in FY 1990.

Volunteers in Arizona, like teachers, generally receive training locally or regionally. The single major provider of volunteer training, a coalition of the Yuma Reading Council and the Library Literacy Association, trained 75 volunteers in FY 1990 using a staff of one paid and five volunteer trainers. The group uses the Laubach method but is not affiliated with the Laubach organization. This coalition was funded by a 353 grant of approximately $9,800, United Way funds, and several local sources in FY 1990; the organization spent a total of $68,900. In FY 1991, the budget is $81,100; $9,000 in 353 funds were requested.

Isolation has been a major impediment to ABE teacher and volunteer training in Arizona. The Adult Education Staff Development Consortium attempts to alleviate this problem by determining statewide priorities from program surveys and training Consortium members to provide regional workshops and inservice sessions. Between FY 1990 and FY 1991, Arizona was redivided into eight regions; eight project directors, rather than the previous seven, currently provide local training.

ARKANSAS

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 12,292 (94%)

ESL: 835 (6%)

Total: 13,127

Funding (FY 1988)

Federal: $1,397,350 (17%)

State/Local: $6,641,502 (83%)

Total: $8,038,852

Section 353 Funding:
$143,266

Instructors (FY 1988)

Teachers: 260 PT: 186 FT

Volunteers: 61

STATE CREDENTIALS

Individuals holding a valid Arkansas teacher's certificate must complete 12 graduate and/or undergraduate semester hours in adult education, distributed in at least three of the following eight content areas: Foundations of Adult Education, Adult Learning Processes, Teaching Reading to Adults, Methods and Materials in Adult Education, Administration of Adult Education, Evaluation in Adult Education, Current Issues in Adult Education, and Directed Teaching/Internship in Adult Education. Three years of successful work experience in Adult Education, as verified by employment superintendent, may be accepted in lieu of six semester hours of directed teaching or three hours of internship.

Persons who do not hold a valid Arkansas teacher's certificate but have a bachelor's degree must complete 18 graduate and/or undergraduate semester hours in Adult Education from the content areas listed above. These hours must include courses from the following content areas: Foundations of Adult Education, Adult Learning Processes, Methods and Materials in Adult Education and Directed Teaching (undergraduate -- six semester hours/internship; graduate -- three semester hours in Adult Education).

Upon completion of the course requirements, all those seeking an adult education certificate must take the National Teachers of English (NTE) Test of Professional Knowledge and achieve above a certain minimum score. All full-time Adult Education instructors must receive certification in Adult Education within three years of hire.

TRAINING ACTIVITIES

Funding

Section 353 Funds:	Other Funds:	Total:
$107,650 (FY 1990)	$7,500 (FY 1990)	$115,150 (FY 1990)
$104,593 (FY 1991)	0 (FY 1991)	$104,593 (FY 1991)

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	430[1]	Instructors	500[1]	Instructors	930[1]

Training Projects (FY 1990)

Section 353 Projects	Revenues
Teaching Training Certification Requirements for Adult Education	$ 5,988
Teacher Preparation in ABE Mathematics Instruction	1,676
Counseling the Adult Education Student	7,571
Certification Programs in Universities:	
Arkansas State University at Jonesboro	7,714
University of Arkansas at Little Rock	39,683
University of Arkansas at Fayetteville	45,018

Other Projects	Revenues
Arkansas Association of Professional Continuing and Adult Educators Conference	$ 7,500
Arkansas Vocational Association Conference	(Figure unavailable)

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[1] Figure includes ABE and ESL instructors.

ADDITIONAL INFORMATION

Two major adult education teacher training and staff development projects were offered statewide in Arkansas during FY 1990. The first project, Teacher Preparation in ABE Mathematics Instruction, was administered by the University of Arkansas at Little Rock, which offered four one-day workshops in different parts of Arkansas in staff development. The workshops were designed to increase professional knowledge in the area of teaching ABE-level mathematics using manipulative materials and reinforcement strategies. A total of 29 teachers participated.

The second project, Counseling the Adult Education Student, was a workshop to present the cognitive aspects of the profession, to provide information concerning the need for understanding the dynamics of working with adults in an educational setting, the different approaches of the learning process, the difficulties encountered in reaching their individual goals, and their relationship with their instructors and peers. This workshop was sponsored by Arkansas State University and 27 teachers attended.

In addition, three universities offered for-credit courses for adult educators seeking certification in adult education -- Arkansas State University at Jonesboro, University of Arkansas at Little Rock, and University of Arkansas at Fayetteville. All three universities offered classes on campus and in satellite locations around the state. One of the most successful methods for training teachers through for-credit classes was the offering of short-term intensive workshops. Two such courses were offered as part of two of the teacher training projects. One was held in northeast Arkansas and the other was held in southwest Arkansas. A total of 374 instructors participated in these three ABE instructor certification programs.

A wide choice of coursework in adult education was made available through these projects. Since certification is now issued by the State Department of Education, persons working toward adult education certification are able to select from coursework at any of the three universities to meet the requirements. A listing of the course offerings follows: Teaching Reading to Adults, Methods and Materials, Practicum in Teaching Adults/Internship in Adult Education, Introduction to Adult Education/Foundations in Adult Education, Counseling the Adult Education Student, Special Problems in Adult Education, Psychology of the Adult Learner, Independent Study in Adult Education, Organization and Administration, Teaching Educationally Disadvantaged Children, Administrative Concepts in Adult Education, The Change Process in Adult Education, Creativity in Adult Education, University of Continuing Education, and Dissertation. Courses were available at the undergraduate, graduate, specialist, and doctoral levels.

Investigation into offering coursework for adult educators via videotapes and through public television broadcasts was conducted by the University of Arkansas at Little Rock. Plans are to more fully investigate these methodologies for the delivery of instruction to adult education personnel in remote areas of the state.

ADDITIONAL INFORMATION (Continued)

In addition to the 353 funded projects, ABE instructors attended two statewide conferences. The first is the biannual Arkansas Association of Professional Continuing and Adult Educators (AAPCAE). Approximately 500 attend yearly. Some of the presentation topics include: an Introduction to Brain Gym and Educational Kinesthetics, Testing Tips, Math Anxiety: Knowing What It Is Will Help to Overcome What It Does, Using Manipulatives to Teach ABE Math Students, and Workshops for New Teachers of Adults. The second conference is conducted by the Arkansas Vocational Association, which yearly offers alternating one- and three-day conferences. In FY 1990, the three-day conference provided one and a half days for an adult education component.

In FY 1991, four statewide adult education staff development projects are offered. One project, primarily a 353-sponsored materials clearinghouse, operates a non-degree program of studies in adult education leading to certification in adult education. Another project provides a for-credit, tuition-free college course in evaluation of adult students. The University of Arkansas at Little Rock is the grant recipient for a project that will provide teacher training and staff development opportunities to adult educators, through for-credit courses toward certification in adult education. The University of Arkansas at Fayetteville directs the final project to provide training opportunities, both formal and informal, for adult education personnel in Arkansas and to offer technical assistance both locally and to the state as needed.

CALIFORNIA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 167,258 (22%)	ESL: 586,722 (78%)	Total: 753,980

Funding (FY 1988)

Federal: $8,303,356 (5%)	State/Local: $168,238,820 (95%)	Total: $176,542,176

Section 353 Funding:
$1,252,547

Instructors

Teachers: 5,000 PT; 510 FT (FY 1988)	Volunteers: 5,220 (FY 1989)

STATE CREDENTIALS

A Preliminary Designated Subjects Adult Credential can be obtained by meeting the following requirements: obtaining a bachelor's degree, completing four units in Methods and Principles of Adult Education, passing a course or test that covers the U.S. Constitution, passing the California Basic Educational Skills Test if seeking a credential in an academic area, and demonstrating satisfactory completion of a sufficient number of college-level courses or hours of employment within the subject areas that one intends to teach. The Preliminary Credential is good for five years and may be followed by a Clear Credential, which is good for life. The Clear Credential may be obtained by meeting the following requirements: demonstrating two years of successful teaching under the Preliminary Credential, completing nine semester units (for full-time credential) or four semester units (for part-time credential) in a State-approved program of personalized preparation, and completing one unit in health education (for full-time credential). A Supplementary Authorization to teach ESL may be obtained by completing 12 upper-division courses as specified by the state.

TRAINING ACTIVITIES

Funding (FY 1990-91)

Section 353 Funds: $1,400,000/2 years[1]	Other Funds: (Figure unavailable)	Total: $1,400,000

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	0	Instructors	21	Instructors	21
Volunteers	0	Volunteers	100	Volunteers	100
Total	0	Total	121	Total	121

---

[1] Two-year funding starting 12/1/89.

Training Projects (FY 1990-91)

Section 353 Projects	Revenues
ABE Institute	$300,000
ESL Institute	250,098
Adult Educational Leadership Training Program	49,500
Executive Development Program	49,500
Outreach and Technical Assistance Network	774,461
CASAS	421,360
Evaluation and Training Institute, Evaluation of Federal Four-Year Plan	77,738
Adult Education Institute for Research and Planning	803,380

Other Projects	Revenues
Watsonville Resource Center	(Figure unavailable)

ADDITIONAL INFORMATION

Training for ABE/ESL is provided by the State of California's Department of Education, Adult Education Unit. This training is contracted out to two providers -- the Adult Literacy Instructors' Training Institute (commonly referred to as the ABE Institute), and the English-as-a-Second-Language Teacher Institute (commonly referred to as the ESL Institute).

Whereas the ESL Institute has been in operation for a number of years, the ABE Institute was funded beginning FY 1990-91. During its initial year, the ABE Institute is devoted to planning and to the selection of regional trainers. Actual training, focusing on reading, will begin during FY 1991-92. The ESL Institute's major focus is on ESL teaching techniques -- a series of videotapes is being produced to demonstrate those techniques. The videos are used in training and may in the future be available to other training programs.

ADDITIONAL INFORMATION (Continued)

Not directly tied to ABE/ESL teacher training but impacting on their activities is a funded project called Outreach and Technical Assistance Network (OTAN). In addition to assisting with funding for training needs, OTAN is beginning the implementation of an outreach program to 17 rural counties that are currently receiving little-to-no staff development monies. They are also developing an on-line communications system to adult education providers and are archiving historic documents of previously funded programs and research.

Eleven regional Resource Centers across the state hold planning meetings to determine regional training needs. The regional centers conduct needs assessments to determine the content of trainings to be offered. Funding for appropriate training is then requested from OTAN. Although training is targeted to 321-funded agencies, other non-321 funded agencies may participate if space is available.

The California Adult Education Leadership Training Program is not targeted to ABE/ESL training but is heavily funded. This program has two components -- (1) an Adult Education Leadership Development Institute for emerging leaders in adult education, and (2) an Executive Development Program for experienced leaders.

The largest funded project, receiving more than $800,000 in FY 1990-91, is the Adult Education Institutes for Research and Planning, which is developing a "Strategic Plan" for California's Adult Education Programs.

California's Department of Education is initiating Workplace Literacy Pilot Projects at seven business sites. Teachers will be expected to understand the workings of the companies in which they teach and to monitor the acquisition of literacy skills there. Finally, a study of the research on and the needs for professional adult education for the workplace is being conducted by one of the three working groups, which comprise the governor-appointed California Workplace Literacy Taskforce.

COLORADO

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 5,553 (56%)
ESL: 4,334 (44%)
Total: 9,887

Funding (FY 1988)

Federal: $1,068,436 (81%)
State/Local: $245,700 (19%)
Total: $1,314,136

Section 353 Funding:
$146,971 (FY 1988)

Instructors

Teachers: 198 PT: 35 FT (FY 1988)
Volunteers: 1,889 (FY 1989)

STATE CREDENTIALS

There are no certification requirements for adult education teachers in Colorado.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $20,361
Other Funds: 0
Total: $20,361

Staff Trained (FY 1990)[1]

Section 353 Projects:		Other Projects:		Total:	
Instructors	455	Instructors	0	Instructors	455

Training Projects

Section 353 Projects	Revenues
Local Workshops	$20,361 (FY 1990) $48,774 (FY 1991)

Other Projects	Revenues
None	--

---

[1] Total includes instructors and volunteers.

ADDITIONAL INFORMATION

Adult basic education teachers in Colorado are trained primarily through inservice workshops. About eight years ago, the state established a system using 15 part-time area resource teachers (ART) and one full-time state teacher trainer to provide training in the state's seven regions, at the request of individual programs. Colorado also operates an adult education resource center which functions as a library.

The training modules for the workshops were originally developed in the California Department of Education and were adapted by the Colorado Department of Education staff. Each module focuses on needs identified by a survey of the programs; the top five requests for FY 1991 ABE instructor training sessions are language experience, whole language approach, decoding skills, pre-reading skills, and sight-word instruction. A training module will be developed for each topic, using a format of presentation, demonstration, practice, and follow-up. Modules for training volunteers are based on LVA, Laubach, JCARP, and state-developed methodologies. This 353 financed training program spent $20,361 in FY 1990 to train 455 teachers and volunteers and is budgeted for $48,774 in FY 1991.

In keeping with the state goal of providing adequate and appropriate staff development opportunities for all levels of ABE program staff, orientation activities for all new staff and a minimum of two inservice training activities per year are offered. The theme for FY 1990 was "Year of the Adult Learner" and for FY 1991 is "Year of the Volunteer."

As part of the state's three-year plan for adult education, a statewide needs assessment was conducted this year for the first time. The needs identified were divided among the seven regions in Colorado; each region will conduct workshops addressing its topics. This year, the director of adult education would like to implement training for volunteer coordinators, who would provide training throughout the year in the 20 to 30 volunteer literacy programs in the state.

CONNECTICUT

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1990)[1]

ABE: 8,319 (34%)	ESL: 16,153 (66%)	Total: 24,472

Funding (FY 1990)[1]

Federal:	$1,462,600 (11%)	State/Local:	$11,859,361 (89%)	Total: $13,321,961

Section 353 Funding:
$562,000

Instructors

Teachers: 2,279 PT; 40 FT (FY 1988)	Volunteers: 4,869 (FY 1989)

STATE CREDENTIALS

Adult education teachers in Connecticut must have a current adult education certificate. This requirement was enacted July 1989.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $562,000	Other Funds: 0	Total: $562,000

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	1,275	Instructors	0	Instructors	1,270
Volunteers	270	Volunteers	0	Volunteers	270

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[1] Figures provided by the Connecticut Adult Education office.

Training Projects (FY 1990)

Section 353 Projects	Revenues
Connecticut Adult Education Staff Development Center	$311,000
CAPP Incentives to 66 Districts	201,000
External Diploma Training	20,000
Individualized Diploma Training	30,000
Other Projects	**Revenues**
None	0

ADDITIONAL INFORMATION

Staff development is coordinated and conducted through a statewide Connecticut Adult Education Staff Development Center. The Center is the state's primary 353 grantee and receives about 62 percent of its budget from 353 funds. The Center's main function is to provide staff development, training, support, and follow-up technical assistance for the Connecticut Adult Performance Program (CAPP). In this capacity, the Center lends its expertise to local school districts and agencies that integrate the teaching of basic and life skills through competency-based adult education training.

The Center is also a resource center for more than 10,000 adult education materials and helps to disseminate successful practices to the state's adult educators through working groups, manuals, training modules, and newsletters. Center staff offer local adult education service providers a "menu of opportunities," including CAPP training workshops, Connecticut Adult Educator Institute training, information/material dissemination, exemplary project development, technical assistance, and follow-up staff development interventions. Local programs have the option of conducting their own instructor training.

The Center's Adult Educator Institute is designed to provide training for basic skills instructors and ESL instructors who work with CAPP. The Institute also provides needs assessments and CAPP Facilitator/Trainer certification. Basic skills instructor training provides "systematic, preplanned, and targeted intensive training" through five three-hour classes that must be taken sequentially in three parts. The focus of these sessions is "not to provide a completely new way of doing things, but to examine what...is being done and to place the bits and pieces on a continuum of practice for adult basic skills instruction." Part I provides an overview of CAPP and CASAS (Comprehensive Adult Student Assessment System, the competency-based system upon which CAPP is based), lesson planning, integrating basic and life skills, and stages of a lesson; Part II provides review of Part I, hierarchy of basic skills, and application of prioritized competencies and lesson planning; and Part III focuses on "teaching to transfer," participant classroom implementation, and lesson planning application. These sessions are prerequisites for sessions in Critical Thinking and Whole Language.

ADDITIONAL INFORMATION (Continued)

The Institute also offers 12 ESL sessions that use the following modules: Components of CBE/ESL, Dialogues, Information Gap, Early Production, Role Play, Problem Solving, Life Skills Reading, Language Experience, and Focused Listening. Some of the sessions are conducted in conjunction with CAPP training and some are available for CEU or college credit. Sessions are held in a variety of locations throughout the state.

The statewide center also offers professional development opportunities through regional workshops, focus groups, and "This is CAPP" awareness sessions. Topics include Strategies for Teachers of Adults with LD, A Partnership: Teachers and Volunteer Tutors in Adult Education, and Learning Styles for Adults. In FY 1990, the Center developed a "This is CAPP" training module, videotape, and self-study materials. The Institute is also beginning to develop an educational client management model and training, which will focus on working on learner goal setting, personal counseling, referral, and follow-up. This model fits into the planned expansion of CAPP into other services such as workplace literacy, social services, job service, and SLIAG.

Volunteers are a large component of adult education instructional staff. The State Department of Education has a cooperative relationship with Literacy Volunteers of America-Connecticut and VISTA volunteers. This partnership will focus on training volunteers to be used as a supplement to ABE and ESL instruction. Literacy Volunteers of America-Connecticut has an extension training program for ABE and ESL tutors.

DELAWARE

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 1,166 (65%)
ESL: 619 (35%)
Total: 1,785

Funding (FY 1988)

Federal: $469,877 (73%)
State/Local: $173,850 (27%)
Total: $643,727

Section 353 Funding:
$47,200

Instructors

Teachers: 282 PT; 1 FT (FY 1988)
Volunteers: 392 (FY 1989)

STATE CREDENTIALS

Adult education teachers must have a bachelor's degree in adult, elementary, or secondary education and one of the following: (1) satisfactory completion of six semester hours of college-level coursework in adult education; (2) six approved inservice credits in adult education sponsored by the state education agency or higher education system; or (3) completion of three approved adult education credits and two years of documented satisfactory internship or employment in an approved adult education program.

TRAINING ACTIVITIES

Funding (FY 1990)[1]

Section 353 Funds:
Other Funds:
Total:

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	519[2]	Instructors	0	Instructors	519[2]

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[1] Figures currently unavailable.

[2] Duplicated count. Includes volunteers.

Training Projects (FY 1991)

Section 353 Projects	Revenues[3]
ACE Network	$60,232 (Delaware Technical and Community College) $30,352 (International Reading Association)

Other Projects	Revenues
None	--

ADDITIONAL INFORMATION

Staff development for adult education instructors is conducted through a statewide network called the Adult Community Education (ACE) Network, a 353 project sponsored jointly by the Delaware Technical and Community College (DelTech) and the International Reading Association. Occasionally, local programs conduct their own program-specific training, but this training is infrequent and isolated. Staff development activities sponsored and coordinated by the four-year-old Network include: developing and delivering training workshops, institutes, and follow-up sessions; working with the University of Delaware to provide summer graduate courses in adult education; coordinating inservice credit for adult educators; supporting ongoing needs assessment; encouraging and facilitating networking among adult education teachers; providing inservice training workshops for volunteers; working cooperatively with the Delaware Learning Resource System to provide a library of adult education instructional materials; and publishing a tri-annual newsletter on adult education (Synergy).

Staff development activities are based on a comprehensive needs assessment process utilizing teacher and administrator surveys and anecdotal information gleaned from workshops and institutes. Some of the most frequently cited needs for FY 1991 include Dropout Prevention Strategies, Literacy Programs in Business/Industry Settings, Reviewing Materials for Adults, Planning Instruction to Meet Student Interests/Goals, and Teaching Basic Reading to Adults. Teacher access to staff development opportunities is facilitated by a step-by-step procedural process outlined in the Network's handbook, "Staff Development Opportunities for Delaware Adult Educators." The process begins with needs assessments and ends with follow-up sessions to training, discussion of student impact, and assessment of need for future activities.

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[3] Includes funds from state and local sources.

ADDITIONAL INFORMATION (Continued)

In FY 1990, the ACE Network offered seven one-credit graduate courses in cooperation with the University of Delaware; conducted 29 workshops that trained 519 adult educators; and coordinated receipt of inservice credit for an additional 168 adult educators. The ACE Network offers 24 inservice credit and two non-credit courses in FY 1991. The two non-credit courses are three-hour sessions on two topics: Materials Designed for Adults: Review and Utilization (cosponsored with the Delaware Learning Resource System) and Sharing Groups for Adult Educators. The for-credit inservice classes cover a variety of topics identified in teacher needs assessments, including: The Writing Process: Preparing ABE Learners for Life-Skill Writing Needs; Reading Fluency Development; Project KEEP, an overview of student retention strategies; Goal-Setting for ABE Students (funded by an education grant for the homeless); and English as a Second Language: Current Topics. Classes are typically scheduled for one or a handful of short (two-, three- or six-hour) sessions. Follow-up activities are built into the class schedule, including short discussions with ACE Network consultants and sharing opportunities with other teachers approximately two months to a year after the course concludes.

Individual volunteer programs in Delaware (one LVA and three Laubach-affiliated) offer initial training programs for volunteers, with sessions from 12 to 20 hours. Follow-up is provided once or twice during the year following training, with both ACE Network and individual programs providing inservice training for volunteers. The Department of Public Instruction (DPI) provides all funding for ACE Network services provided to any adult education program that receives funding through DPI; however, individual programs are responsible for paying teachers to attend ACE Network program offerings.

DISTRICT OF COLUMBIA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 8,498 (62%)	ESL: 5,129 (38%)	Total: 13,627

Funding (FY 1988)

Federal: $515,016 (11%)	State/Local: $4,220,535 (89%)	Total: $4,735,551

Section 353 Funding: $95,665

Instructors

Teachers: 199 PT; 60 FT (FY 1988)	Volunteers: 200 (FY 1989)

STATE CREDENTIALS

Adult basic education teachers in the District of Columbia must hold either a Class 1 Adult Education License or a Class 2 Academic Subjects in Adult General Education Programs License. Both licenses require a bachelor's degree and coursework in teaching and adult education.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds:	Other Funds:	Total:
$20,000[1] (FY 1990)	$ 5,000 (FY 1990)[2]	$25,000 (FY 1990)
--	$24,200 (FY 1991)[3]	$24,200 (FY 1991)

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	0	Instructors	0	Instructors	0
Volunteers	0	Volunteers	278	Volunteers	278

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[1] FY 1990 funds are also used in FY 1991.

[2] The Washington Literacy Council spent $5,000 on training; LVA spent an additional unspecified amount.

[3] The Washington Literacy Council and the MLK Library budgeted $5,000 and $19,200 respectively on training; LVA will spend an additional unspecified amount.

Training Projects (FY 1990)

Section 353 Projects	Revenues
Project Change and Challenge	$20,000

Other Projects	Revenues
LVA Workshops	$42,000[4]
Washington Literacy Council Workshops	5,000
DC Adult Literacy Conference (FY 1991)	200
MLK Library Workshops (FY 1991)	19,000

ADDITIONAL INFORMATION

In the District of Columbia, adult basic education teachers and volunteers receive training in workshops and conferences conducted by community-based organizations and universities. Most of the training in the past year has been for volunteers.

Project Change and Challenge, the only project using a 353 grant in the past two years, was originally funded for $20,000 in FY 1990 but was able to extend the funding into FY 1991 to complete the training. This project, operated by the adult education department of Gallaudet University, will train teachers to teach deaf adults. The first stage, recently completed, was to revise the manual; the second stage, scheduled to begin in Spring 1991, will include eight three-hour workshops for adult educators.

In Fall 1990, the DC Adult Literacy Network, based in the Martin Luther King, Jr. (MLK) Library, held a city-wide adult literacy conference. Seven presenters conducted four training sessions at the conference on topics including teaching beginning and intermediate level readers and screening and assessment. Approximately 50 volunteers and 25 ABE teachers attended this conference, which cost $200.

The primary trainers of volunteer tutors in the District are LVA and the Washington Literacy Council, neither of which uses 353 funds. LVA conducted four workshops in FY 1990, using eight trainers to train 103 tutors. Including training and other activities, organizations spent a total of $42,000 -- Section 321, Base State Grant. Its FY 1991 budget of between $70,000 and $75,000 includes unspent funds from FY 1990. The Washington Literacy Council, which uses the Laubach system, trained 175 tutors in eight workshops in FY 1990, at a cost of $5,000 for the books and workshops. The same amount is budgeted for training in FY 1991.

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[4] This represents the entire LVA FY 1990 budget; an unspecified amount was spent on training.

ADDITIONAL INFORMATION (Continued)

In addition to these two major volunteer training efforts, the MLK Library has launched a project in FY 1991 to teach techniques of working with deaf adults. This project trains volunteer tutors, unlike Project Change and Challenge, which will train teachers. The MLK Library project, using $19,000 in Title VI and local funds, will include three training sessions followed by three or four inservice workshops.

ABE teacher and volunteer training in the District has been conducted on a project-by-project basis in the past. In October 1990, for the first time, the Director for Adult and Community Education gathered all of the ABE staff in a working meeting to identify training needs, suggest resolutions, and determine workshop topics. The results of this meeting will be compiled and used in planning future staff development events.

GEORGIA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 32,526 (89%)	ESL: 4,157 (11%)	Total: 36,683

Funding (FY 1988)

Federal: $2,904,503 (54%)	State/Local: $2,471,203 (46%)	Total: $5,375,706

Section 353 Funding:
$261,174

Instructors

Teachers: 585 PT; 46 FT (FY 1988)	Volunteers: 976 (FY 1989)

STATE CREDENTIALS

There are no certification requirements for adult education teachers in Georgia; however, adult literacy staff will be required to attend a competency workshop under the "Terms and Conditions of Employment."

TRAINING ACTIVITIES

Funding

Section 353 Funds:	Other Funds:	Total:
0 (FY 1990)	0	0 (FY 1990)
$109,000 (FY 1991)	0	$109,000 (FY 1991)

Staff Trained

Section 353 Projects:	Other Projects:	Total:
0 (FY 1990)	0 (FY 1990)	0 (FY 1990)
-- (FY 1991)[1]	-- (FY 1991)	-- (FY 1991)

Training Projects (FY 1991)

Section 353 Projects	Revenues
Competency Workshops	$109,000

Other Projects	Revenues
None	--

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[1] Training is not scheduled to begin until February 1991.

ADDITIONAL INFORMATION

Georgia will implement a new staff development plan for FY 1991. Previously, most adult education instructor training in the state's 89 local programs was conducted on the local level without 353 support, although an adult education resource center has functioned as a materials clearinghouse for teachers. An exception to this local approach to training was provided by the Center for Adult Literacy at Georgia State University (GSU), which conducted a Regional Workplace Literacy Conference in June 1990. Approximately 300 program directors and teachers attended the 25 to 30 workshop sessions. GSU conferences operated on a revolving budget -- a small state grant financed the first conference, and attendance fees from that conference financed the next.

In a major reorganization in FY 1991, the programs are being grouped into service areas in which regional workshops will be conducted to train adult education instructors. Beginning in February, a five-hour regional workshop will be offered on a bimonthly basis. The regional workshops will focus on seven of the following competency areas: reading, arithmetic, language arts, methods, materials, problem solving, classroom management, lesson planning and preparation, and curriculum and instruction. These competencies are based on occupational analysis developed by occupational experts, adult literacy professionals, and by a Task Force on Assessment and Evaluation.

All adult literacy personnel, including teachers and volunteers, are required to attend one of the workshops annually under their "Terms and Conditions of Employment." Training will be coordinated by the University of Georgia and provided by a single presenter/consultant. Participants may receive graduate credits and/or CEU's from the University. Funding for the regional workshops is provided by a 353 grant totalling $109,000 in FY 1991.

In addition to attending a regional workshop, all adult literacy personnel must help develop and implement an individualized staff development plan. The goal of such a plan is to thoroughly ground instructors in complementary skills and competencies, while providing individual professional development.

HAWAII

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 12,856 (48%)	ESL: 13,891 (52%)	Total: 26,747

Funding (FY 1988)

Federal: $497,362 (35%)	State/Local: $ 912,997 (65%)	Total: $1,410,359
Section 353 Funding: $65,309		

Instructors

Teachers: 467 PT; 0 FT (FY 1988)		Volunteers: 270 (FY 1989)

STATE CREDENTIALS

There are no certification requirements to teach adults. However, most ABE/ESL teachers work in the K-12 system during the day, then teach adults at night, and consequently hold K-12 credentials.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $25,185[1]	Other Funds: $298,996	Total: $324,181

Staff Trained (FY 1990)[2]

Section 353 Projects:	Other Projects:	Total:
Instructors	Instructors	Instructors
Volunteers	Volunteers	Volunteers

Training Projects (FY 1990)

Section 353 Projects	Revenues
Adult and Early Childhood Section, Department of Education	$ 5,185[1]
Maui Hui Malama	20,000[1]

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[1] Includes some nontraining revenues.

[2] Figures unavailable.

Other Projects	Revenues
Eleven Community Schools for Adults	$296,836[3]
Department of Public Safety	2,160

ADDITIONAL INFORMATION

Hawaii has one unified K-12 school district, with 11 community schools offering ABE/ESL classes and literacy tutoring. The state requires each school to take direction from teachers, students, and community members via School Community Councils. The state office, in turn, solicits participation from the community schools in developing the state's four-year plan and in drafting implementation proposals for that plan.

Adult education is managed through the Adult and Early Childhood Section of the state's Department of Education. This office conducts two statewide ABE conferences annually, and supports regional conferences, seminars, and training sessions throughout the year. The office is currently attempting to coordinate preservice and inservice trainings and training requirements among the state's community schools. The state office also conducts quarterly workshops for the 11 literacy coordinators at the state's community schools. These literacy coordinators train the state's literacy tutors, using LVA, Laubach, and DOE approaches.

In 1987, Hawaii employed only one full-time adult education teacher. A major objective of Hawaii's current four-year plan (1990-93) is to establish at least one new full-time ABE teaching position annually. Another objective of the plan is to implement effective and systematic evaluation of the state's ABE programs. The state office is currently designing instruments and procedures for such evaluation, which is scheduled to begin in 1992. The state office is also conducting on-site evaluations of one-third of the state's programs annually, from 1990 through 1992.

Priorities for 353 funding are identified in the state's four-year plan. Once a year, the Adult and Early Childhood Section announces in major newspapers the availability of these funds. Proposals are accepted from agencies that meet state guidelines, and proposals are judged according to criteria itemized in the four-year plan and according to their conformity with state funding priorities.

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[3] Includes some nontraining revenues.

IDAHO

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 7,275 (74%)

ESL: 2,564 (26%)

Total: 9,839

Funding (FY 1988)

Federal: $547,580 (78%)

State/Local: $153,579 (22%)

Total: $701,159

Section 353 Funding: $85,322

Instructors

Teachers: 109 PT; 4 FT (FY 1988)

Volunteers: 79 (FY 1989)

STATE CREDENTIALS

There are no certification requirements for adult educators. Until recently, the state required such teachers to hold public school credentials. However, the new state director of adult education supported dropping this requirement because salaries in ABE/ESL positions are so low in the state that the requirement seemed unreasonable.

TRAINING ACTIVITIES

Funding

Section 353 Funds:	Other Funds:	Total:
$35,400 (FY 1989)	$28,450 (FY 1990)	$35,400 (FY 1989) $28,450 (FY 1990)

Staff Trained (FY 1990)

Section 353 Projects:[1]		Other Projects:		Total:	
Instructors	130	Instructors	100	Instructors	230
Volunteers	0	Volunteers	390	Volunteers	390

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[1] Approximate.

Training Projects

Section 353 Projects[2]	Revenues
Eastern Idaho Technical College, seminars	$6,200
Idaho State University, Adult Success Center	7,100
College of Southern Idaho	7,200
North Idaho College	5,200
Boise State University	9,700

Other Projects[3]	Revenues
Latah County Adult Literacy Project	0
State Library Act Literacy Tutors Training	23,450
Boise Laubach	5,000

ADDITIONAL INFORMATION

Until two years ago, all 353 funds in Idaho went to the University of Idaho, and the University was responsible for providing all ABE/ESL training. Consequently, much of this training took the form of graduate courses and many ABE/ESL teachers obtained graduate degrees. Since pay tends to be low for ABE/ESL in Idaho ($7/hr.), these teachers were motivated to leave the state to use their degrees. With the arrival of a new state director of adult education in 1988, this policy changed.

Currently, staff development is planned through quarterly meetings of the six regional directors, and is delivered through annual statewide conferences and regional programs. Regional directors determine the staff development needs of their areas by obtaining individual professional development plans from all ABE staff in their regions and then by analyzing those plans for commonalities and for match with overall program goals. Regional programs are then granted 353 funds and in most cases use those funds to allow personnel to attend a broad range of training functions, including conferences, workshops, seminars, and graduate courses.

All literacy work in Idaho comes out of the state's Department of Education, four local Laubach programs, and one independent literacy program in Latah County.

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[2] FY 1989.

[3] FY 1990.

ILLINOIS

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 23,713 (39%) ESL: 37,480 (61%) Total: 61,193

Funding (FY 1988)

Federal: $4,771,512 (87%) State/Local: $700,000 (13%) Total: $5,471,512

Section 353 Funding:
$748,930 (FY 1987)

Instructors

Teachers: 4,947 PT; 370 FT (FY 1988)

Volunteers: 1,200 (FY 1989)

CERTIFICATION REQUIREMENTS

There are no certification requirements for ABE/ESL instructors.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $759,000 Other Funds: 0 Total: $759,000

Staff Trained (FY 1990)

Section 353 Projects:[1]		Other Projects:		Total:	
ABE		ABE		ABE	
ESL		ESL		ESL	
Volunteers		Volunteers	2,057 (LVA)	Volunteers	2,057
Total	5,291	Total	2,057 (LVA)	Total	7,348

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[1] These numbers indicate participants in regional workshops and conferences; duplication of attendance and a low return rate of evaluation forms might affect the accuracy of the reported numbers. An additional unspecified number participated in southern regional workshops.

Training Projects

Section 353 Projects	Revenues
Adult Education Service Center of Northern Illinois	$234,000
Central Illinois Adult Education Service Center	202,000
Southern Illinois Area Adult Education Service Center	131,000
Illinois ESL Adult Education Service Center	192,000

Other Projects	Revenues
Literacy Volunteers of America	(Figure unavailable)

ADDITIONAL INFORMATION

For the past few years, the Illinois Department of Education has focused on staff training rather than resource development. Publicly funded staff development activities are conducted by three regional service centers -- the Northern, Central, and Southern Adult Education Service Centers -- and the Illinois ESL Adult Education Service Center. Each center operates three types of training activities: regional workshops, local training or in-service activities, and annual regional conferences.

The Adult Education Service Center of Northern Illinois (AESCNI) conducted four major area-wide workshops in FY 1990, including The New ABE/GED Instructor, The Role of Phonics, Energize Your Teaching and Accelerate Learning, and Selected Strategies for Working with Learning Disabled Adults. These sessions drew 175 ABE teachers. There were 47 local training sessions in FY 1990 serving 1,330 individuals. Finally, AESCNI hosted a regional fall conference, Navigating the 90's, which drew at least 131 participants including 24 ABE teachers and 60 ESL teachers.

Central Illinois Adult Education Service Center (CIAESC) visited all of the community colleges and public school ABE programs and 82 percent of the correctional center programs in the region in FY 1990. Staff conducting these visits conducted 18 workshops reaching an aggregate total of 265 adult education staff and volunteers. In addition, CIAESC staff conducted four regional workshops drawing a total of 60 teachers and volunteers: new teacher orientation, two computer workshops, and a thinking workshop. Finally, the regional fall conference, Soaring...into a New Decade, provided 38 breakout sessions -- including two on ESL -- to 300 participants at a cost of $11,193. A network of program representatives helped disseminate staff development information and maintain lines of communication between individual programs and CIAESC.

ADDITIONAL INFORMATION (Continued)

The Southern Illinois Area Adult Education Service Center (SIAAESC) conducted 13 staff development workshops in FY 1990 on topics including orientation, math, and assessment. The Center developed a model for a successful forum, which requires an informal setting, three-hour sessions, food, a mix of participants, a strong focus or structure, one-half hour travel time at most, and a "safe" environment for discussion. SIAAESC intends to incorporate these elements into FY 1991 workshops. In addition to workshops, the Center conducted a regional conference, The Three R's of the 90's – Realities, Readiness, and Response. The two-day conference included a tutor track and drew 258 teachers and tutors.

The Illinois ESL Adult Education Service Center provided a number of statewide and regional training activities for ESL teachers and volunteers in FY 1990. On a statewide level, the workshops Meeting the Needs in the Low Level ESL Classroom and The Reading and Writing Connection reached 90 and 55 participants respectively. Twelve local workshops were offered on more than 60 occasions, reaching more than 2,000 teachers and tutors. The most common workshops were ESL Basics and Steps to Satisfactory Pursuit. The Center reached an additional 627 teachers and tutors in inservice workshops. Finally, the Center conducted workshops in all regional ABE conferences.

INDIANA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 25,505 (89%)	ESL: 3,288 (11%)	Total: 28,793

Funding (FY 1988)

Federal: $2,409,527 (12%)	State/Local: $18,370,857 (88%)	Total: $20,780,384
Section 353 Funding: $247,313		

Instructors

Teachers: 498 PT; 112 FT (FY 1988)	Volunteers: 1,466 (FY 1989)

STATE CREDENTIALS

All ABE and ESL teachers must hold a valid Indiana teaching certificate. According to state law, ABE teachers may hold a valid Indiana teaching certificate in any area that is related to the proficiencies being taught.

TRAINING ACTIVITIES

Funding

Section 353 Funds:	Other Funds:	Total:
$326,867 (FY 1990)	0	$326,867 (FY 1990)
$401,649 (FY 1991)	0	$401,649 (FY 1991)

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	333[1]	Instructors	0	Instructors	333
Volunteers	20	Volunteers	0	Volunteers	20

Training Projects

Section 353 Projects	Revenues
Indiana Literacy Resource Center	$131,867[2]
Indiana Program of Adult Competency Education (IN PACE)	$195,000

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[1] Includes 248 ABE and 85 ESL instructors.

[2] Includes nontraining activities.

Other Projects	Revenues
None	–

ADDITIONAL INFORMATION

Indiana provides two major statewide adult education staff development programs. The first is the Indiana Program of Adult Competency Education (IN PACE). This is a statewide initiative by the Indiana Department of Education's Division of Adult Education, to implement an adult competency-based system in all of its Federally funded adult basic education programs.

IN PACE will train staff in 48 local ABE programs over the next four years – 12 each year. The IN PACE staff development program was begun in FY 1990 and is expected to complete its initial implementation in December 1994, at which time all of the state's 48 Adult Education Act (AEA) grantees will have completed the first year of training. Each local program receives up to $15,000 for start-up costs, which cover team training, the Intake Coordinator's salary, and an initial supply of materials and funds to supplement instructional materials and assist with life skill applications. Each local ABE site sends a team consisting of a Key Communicator, Intake Coordinator, and two to three teachers for training.

Over an 18-month period training occurs in two phases. The first phase includes topics such as What is CBAE/IN PACE?, management and team responsibilities, assessment, and instructional strategies. The second phase occurs after classes have begun and includes cluster meetings for discussion, sharing and brainstorming, and additional training on instruction and team development. Additional training is conducted for IN PACE trainees to train other teachers in their own local program.

The content of the competency-based system includes: local validation of competencies; procedures for placement/orientation; coordination of instruction and assessment; use of appropriate instructional materials (life/basic skills); processes for reporting student performance results, and a system for counseling students for movement through a program and on to their next goal.

The second major statewide adult education staff development program is offered through the Indiana Literacy Center. This Indianapolis-based project operates under the direction of Ball State University, the 353 special projects grantee. The responsibilities of the Resource Center as they pertain to staff development include: systematically assessing training and support needs of ABE and adult secondary education practitioners; developing and refining plans to meet needs; serving as the primary training and support vehicle for IN PACE; collecting and disseminating results of innovative projects funded under the AEA; practices, practical research, commercial and non-commercial classroom materials relevant to adult education; collecting and disseminating material related to literacy; providing an adult literacy clearinghouse operation; operating a toll-free referral hotline for prospective students and tutors; developing training programs and services, giving priority to IN PACE (training activities limited to regional workshops, an ESL workshop, tutor training for volunteer programs, and an activity for new teachers); and facilitating the adoption of innovative projects developed under AEA funding or other exemplary practices by refining and implementing the IN PACE adoption system or providing training in high priority areas.

IOWA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 25,039 (89%)
ESL: 3,203 (11%)
Total: 28,242

Funding (FY 1988)

Federal: $1,252,278 (33%)
State/Local: $2,514,459 (67%)
Total: $3,766,737

Section 353 Funding: $192,027

Instructors (FY 1988)

Teachers: 642 PT; 15 FT (FY 1988)
Volunteers: 1,274 (FY 1989)

STATE CREDENTIALS

There are no certification requirements for adult education teachers in Iowa.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $12,296
Other Funds: $22,800
Total: $35,096

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	285	Instructors	170[1]	Instructors	455

Training Projects (FY 1990)

Section 353 Projects	Revenues
Teaching Adults with Special Needs Workshop	$3,180
ABE Math Workshop	6,420
Quadrant Workshop	2,696

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[1] Includes instructors and volunteers.

Other Projects	Revenues
Iowa Association for Lifelong Learning (ALL) Conference	$22,000
Iowa ALL Quadrant Workshop	800

ADDITIONAL INFORMATION

Statewide adult basic education teacher training in Iowa occurs through 353 funded workshops conducted by the Iowa Department of Education or through activities sponsored by the Iowa Association for Lifelong Learning (IA ALL). Much of the training in the state is in quadrant workshops, in which a trainer conducts a training session at four different locations in the state.

In FY 1990, the Iowa Department of Education sponsored three staff development initiatives on the following topics: teaching adults with special needs, ABE math, and teaching ESL/teaching in nursing homes. The workshops were essentially financed with 353 funds, although community colleges paid for transportation and JTPA paid transportation, food, and lodging for correctional teachers. A two-day statewide workshop on teaching adults with special needs reached 90 teachers, of whom most were ABE and a few were GED teachers. Four presenters were involved; $3,180 in 353 funds was spent. A two-day workshop on ABE math was conducted in two locations; 120 ABE and GED teachers and coordinators attended. The cost of the workshop was $6,420. In Fall 1990 a set of quadrant workshops included concurrent sessions on ESL and teaching in nursing homes. The four workshops, using three presenters, reached 75 ESL and 83 ABE teachers at a cost of $2,696.

IA ALL, a state professional association of approximately 360 members, conducts a conference and set of quadrant workshops each year. The FY 1990 conference drew approximately 80 participants, including teachers and volunteers. Topics for several sessions were math, study skills, and ESL training. There was a track for ABE teachers and volunteers. IA ALL spent $22,000 on this conference. Almost 260 people, at least one-third of whom are ABE or ESL teachers or volunteers, have registered for the FY 1991 conference, budgeted at $26,000. This conference will include a preconference day on Getting Out of Your Own Way. In addition to the conference in FY 1990, IA ALL conducted a set of one-day quadrant workshops entitled Dynamic Classroom Teachers. One trainer addressed approximately 90 participants in all; the total cost was $800.

Professional development sponsored by the Iowa Department of Education includes at least two key topics each year that are determined by ABE coordinators at an annual retreat. An important feature of all training, regardless of the topic, is that it be stimulating to the teachers; whether participants agree or disagree, trainers feel they should be thinking and challenged.

KANSAS

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 8,340 (86%)	ESL: 1,321 (14%)	Total: 9,661

Funding (FY 1988)

Federal: $1,027,665 (81%)	State/Local: $233,400 (19%)	Total: $1,261,065

Section 353 Funding:
$117,720

Instructors

Teachers: 192 PT; 20 FT (FY 1988)	Volunteers: 451 (FY 1989)

STATE CREDENTIALS

There is no state requirement regarding certification of adult education teachers.

TRAINING ACTIVITIES

Funding

Section 353 Funds:	Other Funds:	Total:
$60,944 (FY 1990)	$113,319 (FY 1990)	$174,263 (FY 1990)
$87,944 (FY 1991)	$100,856 (FY 1991)	$188,800 (FY 1991)

Staff Trained (FY 1990)

Section 353 Projects:	Other Projects:	Total:
Instructors 890[1]	Instructors 395[1]	Instructors 1,285[1]

Training Projects (FY 1990)

Section 353 Projects	Revenues
Area Coordinators	$30,000[2]
ESL Project	19,000
Summer Institute	11,944
USD 250 Adult Education Center	12,000 (FY 1991)

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[1] Estimate includes ABE and ESL instructors, volunteers, and other ABE personnel.

[2] Involved only marginally with staff development.

Other Projects	Revenues
Area Resource Centers	$107,769
Kansas Adult Education Association Conference	5,550[3]

ADDITIONAL INFORMATION

Most staff development activities in Kansas are funded through state and local sources. In Kansas, much of the statewide staff development in ABE is carried out through the five Area Resource Centers. Four of the five Area Resource Centers also employ an Area Coordinator supported by 353 funds. This additional position includes both increased duties (mostly unrelated to staff development) and increased funding. Each of the Area Resource Centers holds workshops, provides funding for area instructors to attend various state, regional and national conferences, performs inservices for local programs upon request and, in at least one case, provides new staff orientation. All resource centers provide at least two workshops each year. Some of the topics covered in FY 1990 include multi-culturalism, materials use, legal aspects of adult education, ESL methods, ESL materials, mentally handicapped adults, visual therapy, teaching strategies for different learning styles, phonics, and motivation and retention. Approximately 395 ABE and ESL instructors and volunteers participated in one of the above mentioned activities.

The ESL project is a statewide project to provide training in ESL for adult educators through seminars and workshops that are held throughout the state on a quarterly basis. State bilingual and ESL educators run the workshops and seminars. Some of the topics covered include current theories of second language acquisition, various hands on/practical ESL techniques, cultural knowledge, and sensitivity to the adults to be served. During FY 1990, there were 220 participants in the workshops and seminars, with the majority being paid instructors.

The Summer Institute is held at Kansas State University in Manhattan, Kansas. This project was begun the summer of 1990 as three-day program for ABE instructors. It was sponsored as a joint venture by six different state agencies that perform ABE instruction in some capacity. The 125 participants included ABE instructors, ESL instructors, volunteers, and administrators. The topics included a review of ABE theory and a presentation on interagency cooperation.

A fourth project is the biannual Kansas Adult Education Association conference. The two-day conference is attended by 125 to 175 ABE instructors, ESL instructors, and volunteers. The presentations vary with each conference. Two speakers of national renown present the keynote addresses. The funding for this conference comes from the participants who are usually sponsored by the Area Resource Centers.

Beginning in FY 1991 a new project, USD 250 Adult Education Center, will begin to operate in Pittsburgh, Kansas. Through this project, materials for a new phonetic/linguistic approach will be developed. After the materials have been reviewed and approved, a statewide training program to train adult education instructors in this approach will begin.

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[3] Estimate.

KENTUCKY

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 23,752 (98%)	ESL: 410 (2%)	Total: 24,162

Funding (FY 1988)

Federal: $2,120,217 (90%)	State/Local: $238,913 (10%)	Total: $2,359,130

Section 353 Funding:
$215,000

Instructors

Teachers: 247 PT; 40 FT (FY 1988)	Volunteers: 14 (FY 1989)

STATE CREDENTIALS

Adult education teachers in Kentucky must have a current elementary or secondary teaching certificate.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $166,570	Other Funds: $1,711,000	Total: $1,877,570

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	685[1]	Instructors	968	Instructors	1,653
Volunteers	--	Volunteers	242	Volunteers	242

Training Projects (FY 1990)

Section 353 Projects	Revenues
Summer Institute	$29,570
Partners in Adult Learning Conference	67,000
KHEART	70,000

Other Projects	Revenues
Kentucky Literacy Commission	$1,711,000[2]

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[1] Includes 35 teacher trainers who subsequently trained about 350 teachers.

[2] Does not include in-kind contributions; figure represents total budget including training.

ADDITIONAL INFORMATION

Adult education in Kentucky, formerly housed in the Kentucky Department of Education, is now part of the Workforce Development Cabinet, a new department directly under the aegis of the Governor. Until FY 1990, adult education teacher training was conducted through regional workshops. The Workforce Development Cabinet established statewide workshops and began to train teacher trainers. Each year certain topics are emphasized in training. Topics of recent years include the demerit system and disabilities, and this year math and creative writing. Training for adult education teachers is now provided through a summer institute, fall conference, and a resource center that provides material and training.

The Summer Institute, which was financed with $29,570 in 353 funds for FY 1990, continues to operate with money not spent in 1990. During the summer, three instructors trained 35 teacher trainers at Morehead State University to teach new methods in math and writing. Those 35 teacher trainers are each required to hold two workshops at which 26 to 28 teachers are expected to attend. About 350 teachers have been trained in these workshops to date.

In the Partners in Adult Learning Conference in September, $67,000 of 353 funds financed 39 training sessions using about 79 presenters. Of the 550 individuals trained, between 50 and 75 were volunteers; the remaining participants were ABE teachers.

During FY 1990, a 353 grant for $70,000 supported K HEART, a resource center that provides materials and training to local adult education programs. The two trainers instructed about 100 ABE teachers last year. The center, which had been in operation for about eight years, closed when the director left the program at the end of 1990.

Statewide volunteer training is mainly provided through the Kentucky Literacy Commission. This state agency is funded by JTPA, Appalachian Commission, private foundation, and community money; the budget for FY 1990 was $1,711,000, not including substantial in-kind contributions. Altogether, the Commission trained about 968 literacy teachers and 242 volunteers in FY 1990. Kentucky Literacy Commission activities in FY 1990 included:

- Fall conference: 75 trainers, 800 participants;
- Four regional meetings with workshops: 16 trainers, 20 participants;
- Nine technical meetings: three trainers, 90 participants;
- Six computer-assisted instruction labs: three trainers, 100 participants; and
- Six tutor/writer workshops: two trainers, 100 participants.

Each of the 121 counties in Kentucky has a funded program, which may use the LVA, Laubach, or JCARP approach. The local programs are the primary providers of volunteer training.

LOUISIANA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 18,317 (94%)	ESL: 1,271 (6%)	Total: 19,588

Funding (FY 1988)

Federal: $1,967,895 (26%)	State/Local: $5,576,975 (74%)	Total: $7,544,870

Section 353 Funding:
$218,991

Instructors

Teachers: 571 PT; 123 FT (FY 1988)	Volunteers: 115 (FY 1989)

STATE CREDENTIALS

Louisiana adult education teachers are required to have certification in adult education, which can be earned through 12 hours of specialty courses.

TRAINING ACTIVITIES

Funding

Section 353 Funds:	Other Funds:	Total:
$22,029 (FY 1990)	$7,000 (FY 1990)	$ 29,029 (FY 1990)
$249,567 (FY 1991)	$7,000 (FY 1991)	$256,567 (FY 1991)

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	35	Instructors	--	Instructors	35
Volunteers	--	Volunteers	20	Volunteers	20

Training Projects

Section 353 Projects	Revenues
Graduate Courses	$22,029 (FY 1990)
Southern University Courses	19,274 (FY 1991)
Louisiana State University Conference	48,781 (FY 1991)
North Western State University	43,284 (FY 1991)
Louisiana Association of Public Communication Organizations	51,385 (FY 1991)
Louisiana Public Broadcasting Access to Reading	86,843 (FY 1991)
Other Projects	Revenues
Reach and Teach	$ 7,000

ADDITIONAL INFORMATION

State law in Louisiana requires all full-time teachers to be certified in the area in which they teach. The Louisiana Department of Education ensures that certification programs are available to adult basic education teachers by sponsoring with 353 funds graduate level courses. In FY 1990, this was the only statewide ABE training effort in Louisiana.

Four three-hour graduate level courses on ABE teaching have been offered over four semesters at Southern University: two in FY 1990 and two thus far in FY 1991. Any six of the courses can be applied to teacher certification. Approximately 15 to 20 ABE teachers attended each session. A 353 grant of $22,029 paid for trainer salaries and materials. Southern University provided classrooms, utilities, and support services as in-kind contributions.

Statewide training for volunteers was also available at Southern University under the Reach and Teach program. Six of the 66 basic literacy volunteer programs in Louisiana participated in FY 1990. Approximately 20 tutors were trained by two trainers through an initial and follow-up session, using Laubach, Steck Vaughn, and Ready to Read materials. The Reach and Teach annual budget for both FY 1990 and FY 1991 is $7,000.

ADDITIONAL INFORMATION (Continued)

Overall, Louisiana's focus in adult education teacher training is on certification. Because of the state's certification requirements and because many teachers are retiring, the state faces a potential shortage of qualified ABE teachers. In FY 1991, therefore, there will be a substantial increase in the level of 353 funding for training activities. The Southern University courses will continue for another 18 months, costing an additional $19,274. Louisiana State University will conduct a three-day conference on mathematical teaching skills under a budget of $48,781. North Western State University will offer ABE training on current issues and practices, using $43,284 in 353 funds. Louisiana Association of Public Communication Organizations will provide three regional workshops on motivating and working with young adult ABE learners, the subject of a study recently completed by that organization. This project will be financed with $51,385 in 353 monies. Finally, Louisiana Public Broadcasting will broadcast via television Access to Reading, a tutor training series funded by a 353 grant of $86,843.

MAINE

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 4,774 (88%)
ESL: 632 (12%)
Total: 5,406

Funding (FY 1988)

Federal: $664,308 (17%)
State/Local: $3,274,105 (83%)
Total: $3,938,413

Section 353 Funding: $162,945

Instructors

Teachers: 771 PT; 19 FT (FY 1988)
Volunteers: 916 (FY 1989)

STATE CREDENTIALS

There are no certification requirements for adult education teachers in Maine.

TRAINING ACTIVITIES

Funding

Section 353 Funds:	Other Funds:	Total:
$10,000 (FY 1990)	$163,328 (FY 1990)	$173,328 (FY 1990)
$25,000 (FY 1991)	$143,795 (FY 1991)	$168,795 (FY 1991)

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	890[1]	Instructors	0	Instructors	890

Training Projects (FY 1990)

Section 353 Projects[2]	Revenues
Adult and Community Education Staff Development	$173,328 (FY 1990) $168,795 (FY 1991)
Tri-State Conference	(Figure unavailable)

Other Projects	Revenues
None	--

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[1] Figure includes ABE and ESL instructors, volunteers, and administrators.

[2] Includes funds from other state and local services.

ADDITIONAL INFORMATION

The state of Maine supports one project that is responsible for statewide ABE staff development. It is the Adult and Community Education Staff Development Project, located on the campus of the University of Maine at Orono. Its activities in FY 1990 included workshops, training sessions, and regional and state conferences.

Project staff delivered workshops and training sessions to all geographical areas of the state during FY 1990. Eighteen different topics were offered to 527 participants in 33 different sessions. Some of the topics covered included Adult Learner, An Evening with Adult Educators, Tutor Training Model, Tutor Training Model via ITV, ESL, Learning Disabilities, Materials for Reading, Orientation for New Teachers, Teaching Younger Teachers, and Vision Problems and Adult Basic Readers. Eight separate sessions of the Tutor Training Model workshops were held, with each session running for 18 hours. The training for individuals interested in tutoring basic reading was a modified version of the LVA training. Approximately 105 people participated in the tutor training. Also, the Tutor Training Model was revised for presentation via educational television. Twelve two-hour sessions were aired on ITV during April and May with 65 participants.

The Adult and Community Education Staff Development Project also sponsored and was involved with five regional and state conferences, including Aroostook County, Correctional Education, Lewiston-Auburn Literacy, Maine Literacy, and the International Adult Education Summer Institute. These conferences lasted between a half day and four days and attracted 363 participants. The International Adult Education Summer Institute was a four-day conference that provided an introduction to the ABE programs of Canada, China, Norway, and Sweden. Participants were encouraged to try to incorporate some of the interesting and relevant components of the aforementioned foreign programs into their own local programs.

In addition to services provided through the Adult and Community Education Staff Development Project, 20 ABE staff members participated in the yearly Tri-State Conference. This is a two-day conference held in Maine with participants coming from Maine, New Hampshire, and Vermont. The 18 workshops cover a variety of topics, but the emphasis of the conference is home-based education.

MARYLAND

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 8,906 (33%)	ESL: 18,293 (67%)	Total: 27,199

Funding (FY 1988)

Federal: $1,904,076 (41%)	State/Local: $2,785,886 (59%)	Total: $4,689,962
Section 353 Funding: $694,512		

Instructors

Teachers: 569 PT; 7 FT (FY 1988)	Volunteers: 812 (FY 1989)

STATE CREDENTIALS

Adult education certification is not offered in Maryland. Hiring standards are usually at the discretion of local jurisdictions; most tend to require a bachelor's degree and prefer an education background.

TRAINING ACTIVITIES

Funding[1]

Section 353 Funds:	Other Funds:	Total:

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	327[2]	Instructors		Instructors	327
Volunteers[1]		Volunteers[1]		Volunteers[1]	

Training Projects (FY 1990)

Section 353 Projects	Revenues[1]
Professional Development Institute	
Annual MAACE Conference	
Regional Training	
MAPP Training	

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[1] Figures unavailable.

[2] Includes 127 trained at Professional Development Institute and approximately 50 trained at each of four regional training sessions.

Other Projects	Revenues
None	--

ADDITIONAL INFORMATION

Instructor training is available through local, regional, and statewide inservices, workshops, and conferences. Statewide and regional opportunities include a Professional Development Institute, MAPP (Maryland Adult Performance Program) training on competency-based adult education, the annual MAACE (Maryland Association for Adult and Continuing Education) conference, and regional inservice training sessions co-sponsored by MAACE and the Maryland State Department of Education (MSDE). Some of the larger local programs conduct extensive inservice training for their program staff, including tutor training at libraries such as Baltimore's Pratt Library and inservice training provided by suburban adult education programs, such as Montgomery County and Prince George's County, which do not rely on state-sponsored staff development.

MAACE contracts with MSDE to cosponsor regional training. In FY 1990, MAACE received $21,000 in 353 money to sponsor seven of these inservices. Usually held on Saturdays, these half-day regional inservices draw on the experiences and expertise of local practitioners who share strategies with their peers on topics such as cooperative learning and math. A stipend is available to encourage part-time teachers to attend these sessions.

MAACE's annual spring conference attracts educators representing ABE, ESL, community and continuing education, correctional education, and literacy. Adult basic education-related workshops held during the two-day conference in 1990 included using videos to teach reading and writing, workplace literacy, identifying adults with learning/reading difficulties, an overview of DACUM (a curriculum development process), measuring basic skills, and using computer-assisted instruction in correctional settings.

The Professional Development Institute offers more intensive, theoretically based training and serves as a speaker's bureau, often drawing well-known consultants from out-of-state. The Institute offers four strands related to adult education: workplace literacy, instruction, technology, and administration.

MAPP is Maryland's system for teaching adult education instructors, especially ESL teachers, how to implement CASAS, a competency-based model initiated in California. Individuals contract with MSDE to conduct training in different localities across the state. In 1990, 27 sessions were provided to teach integration of basic and life skills in adult education instruction and curriculum development.

MASSACHUSETTS

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 14,495 (49%)	ESL: 15,369 (51%)	Total: 29,864

Funding (FY 1988)

Federal: $2,217,817 (19%)	State/Local: $9,619,215 (81%)	Total: $11,837,032

Section 353 Funding:
$512,267 (FY 1988)
$764,000 (FY 1990)
$718,000 (FY 1991)

Instructors

Teachers: 545 PT; 94 FT (FY 1988)	Volunteers: 853 (FY 1990)

STATE CREDENTIALS

The basic requirement for adult education teachers is certification in elementary or secondary education. This may be waived for teachers working in community-based organizations and community colleges. Beginning in FY 1991, all adult staff are required to receive a minimum of 50 hours of staff development training annually.

TRAINING ACTIVITIES

Funding (FY 1990)[1]

Section 353 Funds:	Other Funds:	Total:
$582,000 (FY 1990)	0	$582,000 (FY 1990)
$718,000 (FY 1991)	0	$718,000 (FY 1991)

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	1,000[2]	Instructors		Instructors	1,000
Volunteers		Volunteers	1,500[3]	Volunteers	1,500

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[1] Includes funding for Statewide Adult Basic Education System (SABES), about half of which is used for staff development.

[2] Estimate of adult education teachers, administrators, and volunteers trained through SABES.

[3] Estimate of volunteers trained through the Commonwealth Literacy Campaign.

Training Projects (FY 1990)

Section 353 Projects	Revenues
SABES	$582,000[5]
Adult Literacy Resource Institute[4]	

Other Projects	Revenues
Commonwealth Literacy Campaign	(Figure unavailable)

ADDITIONAL INFORMATION

The state adult education system has undergone a major restructuring in the past year. In 1990, the state Bureau of Adult Education implemented a Statewide Adult Basic Education System (SABES), a three-year developmental project that integrates staff development, program development, a clearinghouse, and research center. The project was initiated to "upgrade and stabilize the ABE system in response to critical needs in the field" that were outlined in the FY 1989-93 state plan. SABES is the state's primary 353 grantee, funded at $582,000 in FY 1990 and $718,000 in FY 1991. Special demonstration projects that were previously funded separately will be funded through the SABES grant in FY 1991, provided that they share project findings with SABES. About half of the 353 grant is used for staff development, largely through $75,000 provided annually to each of five regional support centers. These funds provide for a full-time coordinator, consultant assistance, mini-grants, workshops, and study circles. Staff development funds are also made available to local adult education programs so that they may provide release time for staff to attend training sessions conducted by these support centers.

SABES is geared initially toward providing training for new teachers so that they have the same base of understanding. All new staff in state- or Federally funded programs are required to take 15 hours of regional training in new service orientation. More comprehensive training will be developed over the next three to five years. Beginning in FY 1991, all adult education staff are required to spend a minimum of 50 hours of staff development activities annually. Thus the emphasis is not on achieving certification or degree status but on providing ongoing staff development.

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[4] The Institute is partially funded through SABES (about $75,000). Other funding sources are unavailable.

[5] About $375,000 of this total is used to fund five regional support centers that conduct training.

ADDITIONAL INFORMATION (Continued)

One of the five regional centers, the Adult Literacy Resource Institute (ALRI) in Boston, has been a major source of community-based staff development for the state since 1983. ALRI is a staff development, training, technical assistance, and information-sharing center for ABE and ESL programs. Its main purpose is to "promote adult literacy by assisting the staff of these programs." The Institute also seeks to promote educational practices that reflect Boston's diverse urban population. ALRI is sponsored jointly by Roxbury Community College and the University of Massachusetts at Boston. In addition to SABES funds, ALRI receives the bulk of its funding from the state Board of Regents of Higher Education and the city of Boston Mayor's Office of Jobs and Community Services.

In 1990, ALRI offered about 40 staff development/training activities, including mini-courses, workshops, a colloquium, and teacher-sharing events for teachers and other staff. The total attendance at these events was 551. Workshops were generally conducted in single two- to three-hour sessions, while mini-courses were generally six to eight weekly two-hour classes. Mini-course topics included Program-Based Staff Development, Teaching Beginning Readers and Writers, Teacher Aide Training, and Problem Solving in Basic Math. Workshops dealt mostly with ESL topics, including MELT Student Performance Levels, UMass Family Literacy Project, Why Teach Math to ESL Students Anyway?, Using Video in ESL, and Creating a Bicultural Learning Environment. In its function as the SABES regional support center for the Boston area, ALRI also sponsored events such as Workplace Teacher Sharing, RFP Technical Assistance Workshop, ICLA Spanish Literacy Workshop, Family Math Workshop, and Cambridge CLC Low-Level Literacy Workshop. Total attendance at SABES-sponsored events was 202.

The Boston-based Commonwealth Literacy Campaign (CLC) has been the major source for training of volunteers in Massachusetts, training a corps of more than 4,000 volunteers in the past three years (volunteers are also invited to attend SABES-sponsored training). CLC created a statewide network that includes information and referral, 46 community libraries that serve as literacy resource centers, 25 literacy programs, a regionally based training system, and affiliate programs. CLC operates on a $1 million budget, about 15 percent of which is used for training staff.

CLC was created in 1987 to develop a system for providing preservice orientation and training for literacy volunteers, as well as ongoing inservice training for volunteers and literacy program staff. CLC's design and mission was based on a survey of practitioners that solicited comments on the need for volunteers and strengths and weaknesses in volunteer programs. The program's focus is on utilizing volunteers as a supplement to ABE and ESL instruction rather than as the sole source of instruction for basic literacy students. CLC also uses a "cadre dissemination" or master trainer model that has been used by California libraries and in volunteer programs in Houston and Pittsburgh. CLC now has about 35 to 40 trainers. After initial training, inservice training is provided on an ongoing basis, usually once every six weeks for three hours.

MICHIGAN

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 18,542 (75%)	ESL: 6,206 (25%)	Total: 24,748

Funding (FY 1988)

Federal: $3,261,010 (32%)	State/Local: $99,012,499 (97%)	Total: $102,273,509

Section 353 Funding:
$988,000 (FY 1990)

Instructors

Teachers: 5,350 PT; 1,464 FT (FY 1988)	Volunteers: 279 (FY 1989)

STATE CREDENTIALS

Adult education teachers in Michigan must have secondary teaching certification.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $245,000	Other Funds: 0	Total: $245,000

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	6,282[1]	Instructors	0	Instructors	6,282[1]

Training Projects (FY 1990)

Section 353 Projects	Revenues
Local Training	$111,800
Regional Training	70,254
Fundamentals for Teachers of Adult Basic Education	20,716

Other Projects	Revenues
None	–

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[1] Number represents ABE teachers and tutors trained; an unspecified number of volunteers are included in this number.

ADDITIONAL INFORMATION

ABE staff development in Michigan is conducted primarily on a local and regional basis by local school districts, individual schools, and literacy councils, and is supported by 353 grants. In FY 1990, the $988,000 in 353 funds was directed to three subcategories: $245,000 for staff development, $408,000 for special projects, and $335,000 for adult literacy. Most training events in FY 1990 were workshops, conferences, or institutes. Training activities generally address individual program needs and are conducted frequently.

The Michigan Department of Education distributed a total of 118 training grants in FY 1990 to conduct 106 local and 12 regional events. The local events reached an aggregate total of 5,029 participants at a cost of $111,800. Seventy of these sessions were directed towards 3,955 ABE teachers; the remainder were literacy tutor training sessions. Topics for local ABE staff development included teaching strategies, classroom management, and assessment. The 36 local tutor training sessions, which included one ESL and one Laubach event, drew an aggregate total of 1,074 tutors.

The Michigan Department of Education channeled $70,254 in 353 grants towards 12 regional conferences and workshops. These events drew an aggregate total of 1,222 participants. The two largest, Teachers Helping Teachers and a regional conference on building esteem, drew 262 and 243 participants, respectively.

In addition to local and regional ABE training, a 353 grant of $20,716 supported the state resource center, the Michigan Institute for Adult Learning and Literacy. The Institute conducted one statewide academy in FY 1990, Fundamentals For Teachers of Adult Basic Education, which emphasized skills and strategies that impact student learning and motivation. Two instructors taught 31 ABE teachers for one week in the summer; the lead instructor conducted a follow-up meeting in October to compare progress and visited participants' programs throughout the year on request.

MINNESOTA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 17,339 (66%)
ESL: 8,738 (34%)
Total: 26,077

Funding (FY 1988)

Federal: $1,579,838 (17%)
State/Local: $7,530,896 (83%)
Total: $9,110,734

Section 353 Funding: $338,550

Instructors

Teachers: 682 PT; 39 FT (FY 1988)
Volunteers: 833 (FY 1989)

STATE CREDENTIALS

All candidates recommended for licensure as teachers of ABE are required to hold a bachelor's degree; hold a valid Minnesota teaching license for the elementary or secondary grades; and satisfactorily complete a program approved by the State Board of Teaching leading to the licensure of teachers of ABE, consisting of a minimum of 15 quarter hours or the equivalent. Adult education teachers can teach without licensure in adult education, at the discretion of the superintendent of schools.

TRAINING ACTIVITIES

Funding

Section 353 Funds:	Other Funds:	Total:
$370,731 (FY 1990)	$342,200 (FY 1990)	$ 712,931 (FY 1990)
$398,005 (FY 1991)	$629,100 (FY 1991)	$1,027,105 (FY 1991)

Staff Trained (1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	1,500	Instructors	0	Instructors	1,500
Volunteers	1,680[1]	Volunteers	0	Volunteers	1,680

Training Projects (FY 1990)

Section 353 Projects[2]	Revenues
Literacy Training Network	$187,931
Minnesota Literacy Coalition	525,000

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[1] Number represents only new tutors trained, although 3,697 returning tutors from a variety of programs attend many of the training sessions.

[2] Section 353 projects also receive funds from other sources.

Other Projects	Revenues
None	–

ADDITIONAL INFORMATION

In Minnesota, two statewide staff development programs are available for ABE instructors. The first is the Literacy Training Network (LTN), which is an ongoing staff development and resource linkage project developed through the initiative of the Minnesota Department of Education (MDE). The organization and work of the LTN is coordinated through the Community Education offices at the College of St. Thomas in St. Paul and is directed by the Community and Adult Education Section of the MDE. The LTN was developed to assist the Department in implementing the goals of the Minnesota State Plan for Adult Education to empower ABE staff to discover, master and implement effective learner-centered adult education practices. LTN is viewed as a national model for the decentralized provisions of training, for its "trainer of trainers" design and for its attention to adult learning principles.

In FY 1990, the LTN ran three workshops for the 48 Training Facilitators, who are adult educators trained to provide inservice education to ABE staff throughout Minnesota. The fall and spring workshops were one and a half days in length, while the renewal session was three days. Some of the topics discussed during these workshops included needs assessment, orientation for new Training Facilitators, decision making, the instructor's roles and functions within the system, designing and sharing the ideal, and dealing with constraints to teachers. Many of the Training Facilitators developed a specialty such as ABE or ESL.

The Training Facilitators who had been through one year's cycle or more of training conducted regional workshops of their own throughout FY 1990. Training Facilitators led seven regional workshops in the fall (437 participants) and six workshops in the spring (428 participants). Some of the topics presented included legislative update, learning disabilities in the ABE classroom, using the BEST test, ESL writing skills, creative use of volunteers, thinking and critical reading skills, ESL instruction, diagnostic instruments and how to use them, phonics, and coping/life survival skills.

The LTN also sponsored the annual Adult Basic Education Summer Intensive Training event which was held in August at Breezy Point Conference Center. The 200 participants attended workshops focusing on a review of the history of adult education in Minnesota and the development of the "learner centered" ABE vision, the future directions of ABE in Minnesota, the need for community involvement in education, communication and creative resolutions, improvisational role-playing skits that concentrated on ABE problem areas and solutions to these problems, and techniques for teaching, resource sharing, personal growth, and technology.

In addition, the LTN publishes a newsletter for practitioners and makes resources available to literacy projects and libraries.

Since FY 1990, the LTN has undergone restructuring. The reorganized LTN will consist of a group of approximately 40 Literacy Training Network Specialists (LTN Specialists). Each LTN Specialist will serve in one of the four areas of responsibility: Trainers (address the special training needs of adult education staff), Promoters (promote

ADDITIONAL INFORMATION (Continued)

cooperation and coordination among ABE and other resources and services needed by adult learners), Professionalizers (recognize and strengthen adult educators as professionals), or Programmers (improve program development and service delivery).

The second statewide staff development program for ABE instructors is the St. Paul-based Minnesota Literacy Council (MLC), an independent non-profit organization.

MLC gave more than 55 tutor training workshops for 1,680 new tutors during FY 1990. Potential tutors, upon completion of a mandatory three-hour orientation, chose to receive training in ABE or ESL. Workshops for ABE and ESL tutors are offered through a variety of formats -- the Laubach Way to Reading, Literacy Volunteers of America (LVA)*, LVA modified for tutors working with special needs learners*, English as a Second Language, Intensive Phonics*, and Volunteers in the Classroom* (* these four training formats are given as alternatives to the Laubach method for basic literacy students). Basic literacy is chosen by 60 percent of the tutors and ESL is chosen by the remaining 40 percent. The basic literacy training requires 15 hours to complete, while the ESL training requires 18 hours.

MLC also presented monthly inservices for both ESL and basic reading tutors throughout the Minneapolis/St. Paul metro area and at associate sites throughout the state who wished to host inservices. The MLC presented 170 inservice training sessions statewide, with sessions generally lasting between one and a half and three hours. Tutors are required to attend five inservices yearly. The topics covered a wide range of material relevant to ABE and ESL tutors including: a series on learning disabilities, a series on pronunciation for foreign-born students, identifying and referring people in crisis, helping students gain employment and understanding mass transportation system and consumer issues.

MLC sponsors a yearly fall conference with an average attendance of 150 participants. This conference is attended by both project coordinators and tutors. Some of the workshops include Laubach training, recruitment of tutors and risk management for non-profit organizations. This conference is then repeated three to five times in different regions of the state.

The MLC also gave three tutor trainings at Oak Park Heights Correctional Facility and two trainings at Stillwater Correctional Facility. All of these trainings provided the necessary instruction to enable inmates to work as peer-tutors. In addition, an inservice was presented to tutors at Stillwater on topics related to basic reading instruction.

MISSISSIPPI

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 15.029 (95%)	ESL: 812 (5%)	Total: 15,841

Funding (FY 1988)

Federal: $1,487,288 (90%)	State/Local: $157,503 (10%)	Total: $1,644,791

Section 353 Funding:
$141.086

Instructors

Teachers: 397 PT; 21 FT (FY 1988)	Volunteers: 410 (FY 1989)

STATE CREDENTIALS

ABE instructors are required to hold a bachelor's degree.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $36.668	Other Funds: 0	Total: $36.668

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	758[1]	Instructors	0	Instructors	758

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[1] Includes ABE and ESL instructors, volunteers, and administrators.

Training Projects (FY 1990)

Section 353 Projects	Revenues
Governor's Literacy Conference	$ 2,250[2]
North ABE Teacher's Workshop	9,883
South ABE Teacher's Workshop	11,899
Summer Vocational Conference	7,636
Training Module for Adult Education	5,000

Other Projects	Revenues
None	--

ADDITIONAL INFORMATION

Mississippi's statewide staff development projects for FY 1990 included four conferences held throughout the state. All of the conferences were held in conjunction and cooperation with some other agency, such as JTPA or Community Education, in an effort to involve as many teachers and supervisors who work with adults as possible. The first of these conferences was a two-day Governor's Literacy Conference in Jackson. Approximately 350 people attended, with participants representing volunteers, tutors, ABE instructors, ESL instructors, and supervisors. Some of the sessions conducted included Motivation--The Teacher, Tutor, and Student; Motivating and Training Tutors in the Utilization of Computer Aided Instruction; Student/Tutor Recruitment; Community Involvement/Partnerships/Networking; and The Role of the VISTA Volunteer.

The second conference held was the North ABE Teacher's Workshop in Granada. The 117 participants at this two-day conference attended the following workshops: A New Version of Teaching Language Arts to the Adult Education Student, How to Avoid Being a Loser at Teaching the Adult Education Student, Teaching Adults to Read Who Have Not Succeeded in Traditional Settings, Special Needs of the Adult Learner, Orientation for the New ABE Teacher, and Teacher/Student Motivation and Retention.

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[2] Represents funding of only 45 participants; state and local monies funded the remaining participants.

ADDITIONAL INFORMATION (Continued)

Hattiesburg hosted the third conference, the South ABE Teacher's Workshop, which attracted 136 ABE educators. Some of the workshops offered during this two-day conference included Teaching Language Arts to the Adult Education Student, Teacher/Student Motivation and Retention, Special Needs of the Adult Teacher, and Orientation of New ABE Teachers.

The fourth conference was the Summer Vocational Conference at Starksville. One hundred fifty-five people attended this two-day program. Some of the sessions included First Aid Kit for Adult Education, Techniques for Teaching Math Skills, How to Teach with Limited Resources, Roundtable of Teaching Techniques, Overview of Innovative Programs, and Critical Thinking Skills Across the Curriculum.

Another aspect of Mississippi's activities was the development of a training module for adult education. Mississippi State University received a $5,000 353 grant to develop an ABE teacher training module with videotape.

MISSOURI

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 22,931 (87%)	ESL: 3,505 (13%)	Total: 26,436

Funding (FY 1988)

Federal: $2,351,731 (63%)	State/Local: $1,402,286 (37%)	Total: $3,754,017

Section 353 Funding:
$365,711

Instructors

Teachers: 600 PT; 40 FT (FY 1988)	Volunteers: 1,847 (FY 1989)

STATE CREDENTIALS

Adult education teachers are required to have a Missouri teaching certificate in elementary/secondary education as well as ABE certification. ABE certification is earned and maintained through annual attendance at a certification workshop.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $128,000	Other Funds: 0	Total: $128,000

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	1,068	Instructors	0	Instructors	1,068
Volunteers	3,035	Volunteers	0	Volunteers	3,035

Training Projects (FY 1990)

Section 353 Projects	Revenues
Summer Workshops	$62,500
Beginning ABE Workshops	45,000
Inservice Meetings	12,500
Tutor Training	8,000

Other Projects	Revenues
None	--

ADDITIONAL INFORMATION

Most of the teacher training in Missouri is conducted in summer certification workshops, bimonthly certification workshops, and local inservice training sessions. All of these activities are supported by 353 money. In FY 1990, six summer multi-day workshops, costing $62,500, were offered through different universities -- North Missouri State University, South Eastern Missouri-Parkway, South Eastern Missouri-Cape Girardeau, University of Missouri-St. Louis, Central Missouri State University, and Southern Missouri State University. Each multi-day workshop included breakout sessions for beginning and experienced teachers. A total of 831 teachers were trained in these two- to three-day sessions; 177 were beginning teachers and about 70 teachers participated in an ESL strand at one of the summer workshops.

During the 1989-90 school year, five bimonthly two-day workshops were conducted through a 353 funded project housed at the Moberly Area Community College to certify beginning ABE teachers. A total of 192 teachers (of whom about 15 were ESL teachers) were trained during these weekend sessions. One college credit could be earned through participation in a bimonthly or summer workshop. This project was funded with a $45,000 353 grant.

The Moberly project also provided 26 inservice training sessions with $12,500 of 353 funds. Two major inservice activities in the last year, the Missouri Adult and Continuing Education meeting and the Literacy Investment for Tomorrow session, trained 15 teachers and 65 teachers and volunteers, respectively. In response to requests from individual programs, the trainers provide training in a number of areas including computer-assisted instruction, Laubach, testing, motivation, computer prescription sheets, and PALS. The computer-assisted instruction project was developed recently by the Moberly staff and requires initial and follow-up training.

Volunteer tutors in Missouri are trained in the Laubach system. More than 3,000 tutors have been trained; in the 1989-90 fiscal year, they donated 78,299 hours of service.

The state's staff development plan is determined annually by a committee of teachers and one representative from the Executive Board of the Missouri Adult Basic Education Administrators Association who meet to develop suggestions for workshop objectives, length, potential participants, schedule, and consultants. A proven successful outline for beginning teacher workshops -- "What does it mean to be an ABE instructor?" -- is integrated into all of the summer workshops. In addition, there is a strand for ESL teachers and several sessions for teachers who teach other special needs students. Institutions may submit proposals, based on these criteria, to conduct one of the six summer workshops. This year, computerized instruction has been a major focus of ABE teacher training.

MONTANA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 3,457 (94%)	ESL: 227 (6%)	Total: 3,684

Funding (FY 1988)

Federal: $499,353 (54%)	State/Local: $427,429 (46%)	Total: $926,782

Section 353 Funding:
$83,391

Instructors

Teachers: 66 PT; 40 FT (FY 1988)	Volunteers: 59 (FY 1989)

STATE CREDENTIALS

Montana has no adult education certification requirements for ABE instructors; however, all teachers in ABE programs are certified elementary/secondary teachers.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds:	Other Funds:	Total:
$26,000	0	$26,000

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	159[1]	Instructors	0	Instructors	159

Training Projects (FY 1990)

Section 353 Projects	Revenues
MAACE Conference	$11,000
Learning Disability Workshop	5,000
Scholarships	5,000
Summer Inservice Training	5,000

Other Projects	Revenues
None	–

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[1] Includes mostly ABE instructors with a few ESL instructors, volunteers, and administrators.

ADDITIONAL INFORMATION

Montana offered three statewide staff development activities for ABE instructors in FY 1990. These activities included a conference, providing scholarships to individuals, and a summer inservice workshop. A total of 159 participants representing ABE instructors, ESL instructors, volunteers and administrators took part.

The first activity was the annual Montana Association of Adult and Continuing Educators (MAACE) Conference, which is held in a different location around the state each year. During FY 1990, 134 individuals attended the two and one-half day conference. During the conference, workshops on various topics were held, including a series of workshops on personal development and a separately funded workshop on instructional methods to serve the learning disabled and other special needs students. This half-day workshop was repeated several times throughout the conference with a total of 43 individuals from MAACE attending.

Section 353 funds also support scholarships for ABE instructors and/or administrators to attend a selected conference, seminar, workshop, or participate in some other appropriate inservice activity. These might include regional conferences, the MAACE conference, national conferences, site visits to other programs, or workshops offered at local universities or colleges. A total of 15 scholarships were awarded in FY 1990.

The Summer Inservice Workshop for Adult Literacy Providers is held at Montana State University. Prior to the workshop, a questionnaire is disseminated to practitioners in the field to determine what courses would be most beneficial. From that questionnaire, four or five courses are developed. Participants attend class for eight hours a day during the week. In FY 1990, there were 25 participants. The courses available were Teaching Critical Thinking and Problem Solving to Adults, New Instructional Software for Basic Skills, Montana's Plan for ASE--A Report, Scrounging for Program Dollars, and Sneak Preview; Teaching Writing to Adults--An Instructional Video. In FY 1991, the following courses were offered: Math for the ABE Student, Learning Disabilities, Working with Low-Level Readers, and Learning Strategies and Implications for Teachers.

NEBRASKA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 4,250 (74%)	ESL: 1,463 (26%)	Total: 5,713

Funding (FY 1988)

Federal: $754,238 (80%)	State/Local: $183,279 (20%)	Total: $937,517
Section 353 Funding: $76,147		

Instructors

Teachers: 177 PT; 17 FT (FY 1988)		Volunteers: 1,114 (FY 1989)

STATE CREDENTIALS

There are no state requirements for instructors. Local programs set their own standards and requirements for ABE instructors.

TRAINING ACTIVITIES

Funding

Section 353 Funds:	Other Funds:	Total:
$22,625 (FY 1990)	0 (FY 1990)	$22,625
$21,500 (FY 1991)	$1,535 (FY 1991)	$23,035

Staff Trained (FY 1990)

Section 353 Projects:	Other Projects:	Total:
Instructors 424[1]	Instructors 0	Instructors 424[1]

Training Projects

Section 353 Projects	Revenues
Intensive Phonics Workshops (FY 1990)	$ 1,282
Annual ABE Personnel Conference (FY 1990)	21,343
Annual ABE Personnel Conference (FY 1991)	18,942
ESL Workshop (FY 1991)	2,558[2]

Other Projects	Revenues
None	--

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[1] Includes ABE and ESL instructors and volunteers.

[2] The Nebraska Department of Social Services provided $1,534.

ADDITIONAL INFORMATION

In Nebraska, two statewide ABE staff development projects were conducted in FY 1990. The first was a five-hour intensive phonics workshop held in June. Twenty-four ABE instructors and program directors were trained in this sequential method of teaching reading, writing, and spelling. They were taught the sounds of the alphabet, phonetic skills, and decoding skills that are used in this approach.

The second project was the annual fall ABE personnel conference. A committee made up of supervisors, teachers and volunteer coordinators from around the state assists the State Office in planning for each year's conference. Prior to this two-day conference, 130 people attended a two-hour pre-session on TABE testing. Some of the topics covered during the conference included ABE, ESL, Adult Learning, Wellness, Recruitment and Retention, Multi-Cultural Education, and Low-level Reading. Approximately 270 individuals attended the conference, including ABE supervisors, paid teachers and aides, volunteers, volunteer coordinators, and support staff.

During FY 1991, two statewide staff development projects also were conducted. One of these was the annual fall ABE personnel conference mentioned above. The two-day conference drew 260 participants, who attended training sessions on the following topics: ABE/GED Instruction for Math, Writing and Reading; ESL--Beginning Instruction, Curriculum, Materials, Testing, and Placement; Public Relations; Test Anxiety; Low-level Reading; Critical Thinking Skills; Self-Concept and Motivation; Healthy Lifestyles; Drugs; Developing Positive Attitudes; and Adult Learning and Cooperative Learning in ABE. One hundred people attended the pre-session on math instruction in ABE/GED.

The second of the FY 1991 projects was an ESL workshop. This two-day workshop was co-sponsored by the Adult and Community Education section of the Nebraska Department of Education and the Refugee Resettlement section of the Nebraska Department of Social Services. The presenters were from the Spring Institute for International Studies in Denver, Colorado. Thirty instructors and program directors participated in sessions covering cultural awareness, needs assessment, testing and assessment for placement diagnosis and achievement, teaching and learning in a multi-level classroom, teaching techniques for low-level students, and materials and resources.

NEVADA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1991)[1]

ABE: 2,050 (53%)	ESL: 1,800 (47%)	Total: 3,850

Funding[1]

Federal:	State/Local:	Total:
FY 1990 $600,000 (66%)	FY 1990: $315,680 (34%)	FY 1990: $915,680
FY 1991 $600,000 (64%)	FY 1991: $330,680 (36%)	FY 1991: $930,680

Section 353 Funding
FY 1990: $60,000
FY 1991: $60,000

Instructors

Teachers: 61 PT; 7 FT (FY 1988)	Volunteers: 470 (FY 1990)[1]

STATE CREDENTIALS

Adult education teachers must hold a K-12 or secondary license, with endorsements in the disciplines they teach or in related disciplines. For ESL teachers, the required endorsement is in TESL.

TRAINING ACTIVITIES

Funding (FY 1991)

Section 353 Funds: $60,000	Other Funds: $152,609	Total: $212,609

Staff Trained (FY 1991)

Section 353 Projects:		Other Projects:		Total:	
Instructors	38	Instructors	0	Instructors	38
Volunteers	376	Volunteers	350	Volunteers	726

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[1] Figures are estimates provided by the Nevada Department of Education.

Training Projects (FY 1991)

Section 353 Projects	Revenues[2]
Clark County Community Colleges, Teacher Training	$25,000
Clark County Library District	17,000
Literacy Council of Las Vegas	57,000
Truckee Meadows Comm. Colleges, Teacher Training	10,452
University of Nevada, Reno, Teacher Training	8,157

Other Projects	Revenues
Nevada Literacy Coalition	$95,000[3]

ADDITIONAL INFORMATION

The ABE/ESL system is diverse and decentralized. Much teacher and volunteer training is provided through the community colleges and the University of Nevada. Further volunteer training is provided through a spectrum of other organizations, including the Governor's Nevada Literacy Coalition, the National Issues Forum which facilitates debates of current issues by new readers, the Computer Assisted Literacy in the Libraries program, and local efforts by church groups, ethnic associations, and employers.

Delivery methods for teacher/volunteer training vary as well. The community colleges deliver the bulk of their training quarterly, in sessions which are quickly over-enrolled. The University of Nevada offers a 16-session speaker's series on topics of interest to ABE/ESL providers. Other literacy organizations provide training monthly, or as needs arise.

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[2] Federal and state funds other than 353 monies also contribute to these grants.

[3] Includes revenues for nontraining activities.

NEW HAMPSHIRE

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 3.206 (75%)	ESL: 1,071 (25%)	Total: 4,277

Funding (FY 1988)

Federal: $561.396 (58%)	State/Local: $407,058 (42%)	Total: $968.454

Section 353 Funding:
$242.121

Instructors

Teachers: 145 PT; 18 FT (FY 1988)	Volunteers: 1,114 (FY 1989)

STATE CREDENTIALS

There are no state credential requirements for adult education instructors in New Hampshire, although most have a bachelor's degree and many also have a teaching certificate in elementary or secondary education.

TRAINING ACTIVITIES

Funding

Section 353 Funds:	Other Funds:	Total:
$253.726 (FY 1990)	$150.000 (FY 1990)	$403,726 (FY 1990)
$275.101 (FY 1991)	$150.000 (FY 1991)	$425.101 (FY 1991)

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	257[1]	Instructors	0	Instructors	257
Volunteers	1.440	Volunteers	0	Volunteers	1,440

Training Projects (FY 1990)

Section 353 Projects[2]	Revenues
Second Start	$ 35,226
Adult Tutorial Program	365.000
Tri-State ABE Conference	3.500

Other Projects	Revenues
None	--

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[1] Includes 227 ABE and 30 ESL instructors.

[2] Section 353 projects also receive funds from other sources.

ADDITIONAL INFORMATION

New Hampshire offers adult education staff development through three projects: Second Start, the Adult Tutorial Program, and the Tri-State ABE Conference. The first, Second Start, is a United Way Agency based in Concord. Second Start offers three different staff development activities, which reached an estimated 557 ABE, ESL and tutor instructors during FY 1990:

- An annual day-long state conference held each fall. Approximately 90 instructors attended in 1990: 12 ESL teachers, 46 ABE teachers and 32 volunteer tutors. Topics were selected by seeking input from ABE, ESL and tutoring staffs around the state. The topics included empowerment of students, ESL issues, orientation for new practitioners, cooperative learning, and basic reading instruction.
- Provision of inservices to any adult education program that requests training in a specific area, Second Start acts as a clearinghouse in this activity. Programs are periodically surveyed about their specific staff development needs. Based on the responses, Second Start locates an expert from among the practitioners in the state and sets up an inservice workshop. The topics most commonly requested include basic skills instruction, ESL instruction, counseling techniques, and techniques for administrators. Typically, 15 to 20 inservice workshops are held each year, with an average workshop attendance of between 12 and 15 participants.
- Individuals are reimbursed for attending both conferences and classes. One account finances individuals attending regional and national conferences, reimbursing 50 to 75 staff and tutors annually for travel, lodging, food and fees. The other account provides tuition reimbursement for 10 to 12 staff so that they may attend college-level classes on relevant issues.

In addition, there is networking that is done through Second Start. Annually, 50 to 75 staff and volunteers exchange information through Second's Start's publication, "NH ABE News," and share materials and ideas by visiting other programs.

The second statewide adult education staff development activity is the Adult Tutorial Program. Administered at the county level under the guidance of the New Hampshire Office of Adult Basic Education, 13 county coordinators are in charge of providing staff development to 1,100 tutors. There is no standardized training program; each county coordinator decides how local adult education programs will run staff development. Preservice training usually lasts between 12 and 15 hours. The training may be offered through Laubach, LVA, a combination of the two, or an alternative form. The Adult Tutorial Program provides an alternative to adults who are unable to attend ABE classes held in a school setting. It offers one-on-one tutoring at a home or other setting agreed upon by the student and tutor. Periodically throughout the year, the coordinator will offer inservice training dealing with a variety of issues such as basic reading and basic math.

The third statewide adult education staff development activity is a yearly two-day ABE Tri-State Conference held in Center Harbor, New Hampshire. The average attendance is 95 instructors -- 40 are volunteer tutors from New Hampshire; 35 are ABE/ESL instructors from Vermont; and 20 are rural-based ABE instructors from Maine. The 18 workshops cover a variety of topics, but the emphasis and theme of the conference is home-based instruction.

NEW JERSEY

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 13,276 (36%)

ESL: 24,063 (64%)

Total: 37,339

Funding (FY 1988)

Federal: $2,970,357 (14%)

State/Local: $18,860,494 (86%)

Total: $21,830,851

Section 353 Funding: $657,736

Instructors

Teachers: 850 PT; 186 FT (FY 1988)

Volunteers: 1,554 (FY 1989)

STATE CREDENTIALS

Adult basic education teachers in New Jersey must have a current elementary or secondary teaching certificate.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $259,000

Other Funds: $67,500

Total: $326,500

Staff Trained (FY 1990)[1]

Section 353 Projects:[2]		Other Projects:[3]		Total:	
Instructors	668	Instructors	120	Instructors	788
Volunteers	750	Volunteers	1,470	Volunteers	2,260

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[1] Numbers were aggregated from total attendance; some participants may be counted multiple times.

[2] Includes New Jersey Department of Education Division of Adult Education and Focus on Literacy training.

[3] Includes New Jersey Literacy Volunteers of America and New Jersey Association for Lifelong Learning training.

Training Projects (FY 1990)

Section 353 Projects	Revenues
DAE Training	$197,000
Focus on Literacy Workshops	62,000

Other Projects	Revenues
NJ ALL Professional Development Workshop	$ 5,500
NJ LVA Beginning Tutor Workshops	62,000

ADDITIONAL INFORMATION

Adult basic education teacher and volunteer training events in New Jersey are sponsored primarily through the Department of Education, Division of Adult Education (DAE). DAE provides training directly, rather than through a subcontractor, drawing on a pool of $197,000 in 353 training funds. Professional organizations and universities also cooperate to conduct training events. Regional workshops are the most common forum for such training, although conferences and seminars are also offered regularly.

For its training events, DAE regularly calls upon five full-time trainers from the Division's Bureau of Training and Compliance and a corps of 20 to 25 consultants. In addition, the 12 to 15 DAE staff members occasionally conduct individual training sessions in their areas of expertise. In FY 1990, DAE conducted the following training events for ABE and ESL teachers:

- Three regional workshops for a total of 150 new ABE teachers;
- Three regional workshops for a total of 100 new ESL teachers;
- A workshop for 40 teachers of adults with special needs;
- A workshop for 20 Spanish and English basic skills teachers;
- The Academy for Improvement of Management and Training, two three-day workshops for 58 ABE teachers and directors;
- A three-day residential seminar for 100 teachers; and
- A two-day joint conference with the Pennsylvania Department of Education for 200 people.

ADDITIONAL INFORMATION (Continued)

The New Jersey Association for Lifelong Learning (NJALL), a professional association of approximately 400 members, also provides training for ABE and ESL teachers across the state. NJALL is located at Glassboro State College, and does much of its training in conjunction with Glassboro State and Rutgers Colleges, drawing on 19 trainers. The organization's budget for FY 1990 was $61,750, including an unspecified amount for training. The training theme for FY 1990 and FY 1991 has been "Developing a Competent Workforce." Because NJALL cosponsored the AAACE Annual Conference in FY 1990, they organized fewer training events than normal. Generally, NJALL conducts two to four one-day professional development sessions, but in FY 1990, only one was held. Help Wanted: A Competent Workforce for the 21st Century, held at Rutgers University, drew approximately 120 teachers and cost $5,500. The NJALL annual statewide conference was canceled in FY 1990 because of the AAACE conference.

ABE volunteers received training in regional and local workshops given by DAE, NJ Literacy Volunteers of America (NJ LVA) and Focus on Literacy. DAE conducted 19 regional workshops on LVA and Laubach methods for 450 literacy volunteers in FY 1990. In the same year, NJ LVA provided 112 beginning tutor workshops to 1,250 tutors, using 110 trainers and a budget of $62,000. Training was also a major feature of the 1990 NJ LVA Annual Conference, which drew approximately 220 volunteers, project directors, and students, and cost $6,300. In FY 1990, 34 new LVA trainers were trained in six workshops. Another statewide volunteer training project, Focus on Literacy, trained 300 volunteers in FY 1990. This program operates out of the director's home, so the entire budget -- $62,000 in FY 1990, including a $30,000 353 grant -- is devoted to training. The training incorporates different methodologies such as Laubach and LVA.

The consensus among ABE and ESL teacher and volunteer trainers is that employability is the central goal of ABE and ESL education, and therefore the focus of training. Training is also generally developed around the needs of teachers and volunteers.

NEW MEXICO

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 9,049 (45%)	ESL: 11,017 (55%)	Total: 20,066

Funding (FY 1988)

Federal: $726,083 (43%)	State/Local: $958,900 (57%)	Total: $1,684,983

Section 353 Funding:
$91,628

Instructors

Teachers: 263 PT; 19 FT (FY 1988)	Volunteers: 524 (FY 1989)

STATE CREDENTIALS

There are no certification requirements for adult education teachers in New Mexico; however, postsecondary institutions, where most adult education programs are located, require professional development plans for adult education instructors.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $10,576	Other Funds: $30,000	Total: $40,576

Staff Trained (FY 1990)

	Section 353 Projects:	Other Projects:	Total:
Instructors	100	0	100
Volunteers	0	600	600

Training Projects (FY 1990)

Section 353 Projects	Revenues
ABE Project - University of New Mexico Drive-In Conference	$2,276
Mini-Course	8,000
National Issues Forum Workshop	300

Other Projects	Revenues
NM Coalition for Literacy Workshop and Conference	$30,000

ADDITIONAL INFORMATION

In New Mexico, professional development for adult basic education teachers is provided through the Adult Basic Education (ABE) Project, a 353-funded program which has been housed in the University of New Mexico for the past 10 years. Conferences and workshops are the primary vehicles for staff training. Because New Mexico is a large, rural state, there is great potential for programs and teachers to be isolated. However the ABE Project, in addition to providing training opportunities, seeks to promote communication between adult education programs by holding meetings for directors and publishing idea books on adult education instruction.

In FY 1990, the ABE Project sponsored its annual Drive-In Conference and several workshops. The conference, held in October 1989, drew 50 ABE teachers and cost $2,276. In May 1990, immediately before the New Mexico Adult Continuing Education Association conference, the ABE Project conducted a two-day mini course for credit on teaching and learning styles. Two instructors trained 20 participants; the course cost $8,000. The ABE Project also held a National Issues Forum (NIF) training session for 30 participants, costing $300 in stipends. Finally, the Project conducted at least four major inservice sessions.

Volunteers receive training from the New Mexico Coalition for Literacy (NMCL), a statewide private nonprofit organization that serves 54 community-based organizations in 116 communities. In FY 1990, NMCL helped about 100 communities set up volunteer programs and trained the volunteers. The Coalition trained 350 volunteers in Laubach, LVA, and ESL workshops that year. In addition, the four-day statewide Literacy Conference, cosponsored with the New Mexico State Library, drew 250 participants. NMCL was staffed by approximately 15 certified trainers and 20 apprentice trainers, and had a total budget of $383,400, including $30,000 for training and technical assistance. In FY 1991, $25,000 of its $370,000 budget is reserved for training and technical assistance.

NEW YORK

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 56,106 (50%)	ESL: 55,916 (50%)	Total: 112,022

Funding (FY 1988)

Federal: $7,344,672 (30%)	State/Local: $16,902,702 (70%)	Total: $24,247,374

Section 353 Funding:
$ 937,976 (FY 1990)
$1,169,547 (FY 1991)

Instructors

Teachers: 1,292 PT; 174 FT (FY 1988)	Volunteers: 2,749 (FY 1989)

STATE CREDENTIALS

According to current practices, adult education teachers must have certification in elementary/secondary education if they are employed by a school district; certification is not generally required for teachers employed by community-based organizations or other nonprofit agencies. The State Education Department has proposed an adult education-specific certificate, which may be adopted within the next year. The Department has proposed that all adult education teachers complete in three years -- in addition to either a bachelor's degree or K-12 certification -- at least 180 clock hours teaching adults and either 90 hours of staff development in adult education, six semester hours of collegiate study in adult education, or a combination of staff development and coursework. Currently, teachers must receive a minimum number of staff development hours each year, including 10 hours for part-time experienced teachers; 15 hours for part-time inexperienced teachers; 20 hours for full-time experienced teachers; and 30 hours for full-time inexperienced teachers.

TRAINING ACTIVITIES

Funding (FY 1990)[1]

Section 353 Funds:	Other Funds:	Total:

Staff Trained (FY 1990)[1]

Section 353 Projects:	Other Projects:	Total:
Instructors	Instructors	Instructors
Volunteers	Volunteers	Volunteers

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[1] Figures unavailable.

Section 353 Projects	*Training Projects* Revenues[2]
Albany Educational TV	$190,069 (FY 1990) 175,000 (FY 1991)
Adult Literacy Initiatives	147,467 (FY 1990) 164,908 (FY 1991)
Support Systems for Adult Education	90,682 (FY 1991)
Long Island Regional Staff Development Project	72,960 (FY 1991)
Literacy Volunteers Adult Basic Reading and Conversational English Tutorial Program	146,988 (FY 1991)
Other Projects	**Revenues[3]**
New York City:	
Community Development Agency	
Literacy Assistance Center	
Board of Education	
CUNY	
Library programs	
Mayor's Office	

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[2] Funding is used for a variety of activities, including staff development.

[3] Figures currently unavailable.

ADDITIONAL INFORMATION

Staff development in the state of New York is undergoing a major transition. During the past year, the state has attempted to pull together "loose ends" of training activities that are available to adult education teachers through community-based organizations, colleges and universities, school districts, and libraries. In 1990, a study was conducted to develop a comprehensive, integrated system of staff development in order to address concerns that a lack of adequate or targeted training and education of teachers could undermine the quality of adult education programs. Adult educators, staff development specialists and field experts participated in a comprehensive needs assessment conducted through a written survey and telephone interviews and personal interviews on a variety of issues. Their responses were outlined in a report, "Recommendations for the Development of a Comprehensive System of Staff Development for Adult Educators."

Teachers rated summer institutes and training of trainers as the most effective presentation methodologies, with most respondents favoring use of a variety of approaches including talent banks, resource centers, statewide conferences, technological delivery methods, and hands-on training. Recommendations of topics for basic training leading to certification included Philosophy of Adult Education, Psychology of the Adult Learner, Adult Learning Styles, Teaching Reading and Math, Diagnostic/Prescriptive Training, Understanding Learning Disabilities, Recruitment and Retention, Selection and Use of Learning Materials, Curriculum Planning, Classroom Management, Working with Special Populations, and Overview of the Adult Education System. Instructors with substantial experience in the field suggested having a series of topical training sessions to enhance skills and provide more in-depth study of the adult learner.

New York City has a number of separate adult education and literacy programs that have their own staff development systems. These include the Community Development Agency, Mayor's office, Literacy Assistance Center (a clearinghouse on literacy efforts in the city), Board of Education, City University of New York (CUNY), and library programs, including Brooklyn, Queensborough, Manhattan and the Bronx. Some training activities are sponsored jointly by two or more programs.

The Community Development Agency is responsible for developing and implementing staff development for approximately 60 community-based organizations (40 literacy and ESL and 20 amnesty programs) receiving adult education funds in New York City. CDA's three trainers conduct different types of training activities at least once a week, including on-site technical assistance, demonstration lessons, and workshops for the city's mostly part-time teachers. Topics that are typically covered include multi-cultural orientation, teaching techniques for ABE and ESL, writing, use of appropriate books and materials, and student-centered approaches. Each year, CDA conducts joint assessment and planning for training with teachers and administrators at community-based organizations. CDA staff have found that high turnover of adult education teachers in New York City creates a need for on-site training.

ADDITIONAL INFORMATION (Continued)

A number of projects receive 353 funds that are used for staff development and other adult education activities. FY 1990 projects include Albany Educational Television, funded at $190,069 ($175,000 for the FY 1991 continuation), which provides instructional tapes and a statewide communication system through a video newsletter; Adult Literacy Initiatives, funded at $147,467 ($164,908 for FY 1991), a project that focuses on effective adult educators, HIV education, and special projects; and Support Systems for Adult Education, a project for regional staff development, funded at $90,682. New projects for FY 1991 include the Long Island Regional Staff Development Project, budgeted at $72,960, which supports expansion and revision of a previously developed staff development project; and Literacy Volunteers Adult Basic Reading and Conversational English Tutorial Program, $146,988, a Literacy Volunteers of America-sponsored project to train volunteers how to teach basic reading and ESL.

The new staff development initiative planned to begin September 1, 1991, will incorporate some elements of the existing staff development with self-instruction training packages, classroom action research, portfolio reviews and specific courses, and workshops created to meet the needs of the field. All courses must be approved by the state and participant records maintained. A teacher enrolled in staff development will receive either adult continuing education professional development credits, college credits, or clock hours. The entire system is outlined in a comprehensive plan and will be monitored by the state office of continuing education.

NORTH CAROLINA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1990)

ABE: 60,939 (85%)	ESL:	10,759 (15%)	Total: 71,698

Funding (FY 1988)

Federal: $3,223,762 (17%)	State/Local:	$15,919,488 (83%)	Total: $19,143,250

Section 353 Funding:
$641,041

Instructors

Teachers: 2,142 PT; 104 FT (FY 1988)	Volunteers: 1,263 (FY 1990)

STATE CREDENTIALS

The state has no requirements for adult education certification but adheres to guidelines established by the Southern Association of Colleges and Universities. These regulations require that an instructor have a bachelor's degree, with appropriate experience as determined by each community college.

TRAINING ACTIVITIES

Funding (FY 1991)

Section 353 Funds: $205,212[1]	Other Funds: 0	Total: $205,212

Staff Trained

Section 353 Projects:		Other Projects:		Total:	
Instructors	611[2]	Instructors	1,187[3]	Instructors	1,187 FY1990 611 FY1991

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[1] Includes grant for Appalachian State University ($133,277) and the budget for the state's staff development specialist ($71,935).

[2] FY 1991 – number trained through Appalachian State – duplicated count.

[3] FY 1990 – number trained at seven regional workshops (1,054) and at presentations requested by individual community colleges (133).

Training Projects (FY 1991)

Section 353 Projects	Revenues
Appalachian State University	$133,277
State Staff Development Specialist	71,935

Other Projects	Revenues
None	--

ADDITIONAL INFORMATION

Teacher training is conducted primarily through the state's 58 community colleges, which administer the adult education program, and is provided through local, regional, and statewide workshops and conferences. Training efforts are guided by three factors -- the state requires a minimum of 10 hours of staff development each year; the state is attempting to help community colleges train statewide; and 353 project money provides the major funding source for staff development.

The primary training effort in the state is through the Adult Basic Skills Training Project, a three-year training effort developed and implemented by Appalachian State University (ASU) in cooperation with the Department of Community Colleges. ASU's training project is funded with 353 money -- the state's sole 353 grantee -- and is budgeted for $133,277 for its third year in FY 1991. The purpose of the project is to develop a "cadre of local basic skills instructor trainers" who can train adult education instructors at their respective community colleges. The project also attempts to contribute to development of professional identity among ABE teachers; development and support of their professional growth; applying research to practice; and increasing communication among ABE personnel. The focus of the training is to design, implement, test, and evaluate an adult educator training model to enable adult educators to develop strong interpersonal communication with adult learners; effectively assess and diagnose learner strengths and weaknesses; select appropriate methodologies and materials; and participate in program evaluation.

Teachers from 56 of the 58 community colleges were selected by their ABE directors to participate in the ASU project, including one instructor trainer and two additional basic skills instructors from each college. The training entailed five regional workshops and three summer institutes for a total of 165 hours of instruction between 1988 and 1991. Each regional workshop was six hours long and was limited to 45-50 participants. Participants received one continuing education unit for every two workshops attended. The summer basic skills institutes were one week long and were available only to instructor trainers. Participants attending all workshops and summer institute courses will receive a certificate as a Resource Specialist in Basic Skills Instructor Training.

ADDITIONAL INFORMATION (Continued)

The Department of Community Colleges sponsors regional and state workshops that are held in various locations across the state. These workshops are conducted by the Department's state staff development specialist, who is budgeted for about $72,000 in 353 money to conduct the training. In FY 1990, more than 1,000 adult educators were trained at seven workshops that covered topics such as managing literacy programs, basics of learning disabilities, and ESL. Individual community colleges also requested presentations on topics such as effective literacy instruction; counseling, motivation, and retention of students; and working effectively with others individually and in groups.

NORTH DAKOTA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 1,987 (86%)
ESL: 323 (14%)
Total: 2,310

Funding (FY 1988)

Federal: $492,353 (75%)
State/Local: $162,387 (25%)
Total: $654,740

Section 353 Funding:
$53,633

Instructors

Teachers: 48 PT; 8 FT (FY 1988)
Volunteers: 68 (FY 1989)

STATE CREDENTIALS

There are no certification requirements for adult education teachers; however, most ABE and ESL instructors are certified as elementary or secondary teachers.

TRAINING ACTIVITIES

Funding

Section 353 Funds:	Other Funds:	Total:
$66,000 (FY 1990)	0	$66,000 (FY 1990)
$68,108 (FY 1991)	0	$68,108 (FY 1991)

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	80[1]	Instructors	90	Instructors	170
Volunteers	120	Volunteers	0	Volunteers	120

(Does not include 90 ABE and ESL instructors trained at yearly conference).

Training Projects

Section 353 Projects	Revenues
Statewide Adult Education Resource Center - Bismarck State College	$66,000 (FY 1990) $68,108 (FY 1991)

Other Projects	Revenues
North Dakota Adult Education Association Conference	(Figure unavailable)

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[1] Figure includes 60 ABE and 15 ESL instructors.

ADDITIONAL INFORMATION

All teacher training for ABE, ESL, and volunteer instructors in North Dakota is conducted through a statewide Adult Education Resource Center located at Bismarck State College. The Resource Center emphasizes competency-based "survival" instruction and focuses substantially more on ABE than ESL training (because of the relatively small number of non-English-speaking students).

When a local education program indicates a need for training, the Resource Center provides training in one of three ways. The first is to provide training workshops organized and conducted by the Resource Center. The second is to provide training workshops organized by the Resource Center, but conducted by either in-state experts or out-of-state consultants. The third is for the Resource Center to conduct Master Teacher training workshops. In these workshops, six teachers from separate regions in North Dakota are trained in a specific aspect of adult education (i.e., learning disabilities). The training length varies but it is usually completed in less than one week. Once trained, these six Master Teachers will then conduct training in their respective regions. Typically, each Master Teacher will train between 5 and 10 additional teachers. In FY 1990, three Master Teacher Training Workshops were conducted on three separate aspects of adult education.

The Adult Education Resource Center is also responsible for several informal training activities. These activities include disseminating information about training practices through a newsletter, mailings, and conference displays. The Resource Center also maintains a collection of written material on teacher training. This material is available to teachers throughout the state.

The only other statewide teacher training activity is an annual conference of the North Dakota Adult Education Association, which has an average annual attendance of 90 ABE/ESL teachers.

OHIO

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 59,842 (94%)	ESL: 3,559 (6%)	Total: 63,401

Funding (FY 1988)

Federal: $4,448,546 (47%)	State/Local: $4,919,869 (53%)	Total: $9,368,415

Section 353 Funding:
$488,700

Instructors

Teachers: 931 PT; 63 FT (FY 1988)	Volunteers: 180 (FY 1989)

STATE CREDENTIALS

Adult basic education teachers in Ohio must have a current elementary or secondary teaching certificate.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $490,326	Other Funds: 0	Total: $490,326

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	3,836	Instructors	0	Instructors	3,836

Training Projects (FY 1990)

Section 353 Projects	Revenues
Local Training	$253,326
Regional Conferences	237,000[1]

Other Projects	Revenues
None	--

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[1] Total spent for regional and statewide training activities; an unspecified portion of that total was used to fund conferences.

ADDITIONAL INFORMATION

Adult basic education (ABE) staff training in Ohio is conducted through regional consortia and statewide conferences. Training is conducted by 10 individual programs and 19 consortia of two to 14 local adult education programs. Within each consortium, a project director polls the programs to determine training needs, sends proposals for activities to the Ohio Department of Education, and if approved, provides the training using 353 funding. In the future, the Ohio Department of Education plans to develop a statewide network of trainers.

In FY 1990, the programs and consortia received a total of $253,326 in 353 grants to conduct 145 local training activities which drew 3,336 participants. Currently, because training topics are determined locally, any theme chosen for training may be restricted to a particular consortium. Some consortia have chosen themes such as family literacy and whole language learning.

The second major source of ABE training is regional adult education conferences. In FY 1990, three such conferences were conducted on instruction, motivation, and retention. Approximately 500 teachers attended the workshops. A total of $237,000 of 353 funds were allocated for major staff development activities -- an unspecified amount was spent on these three conferences. Ohio and Pennsylvania cooperatively conduct an annual staff development conference. In FY 1990, approximately 50 Ohio ABE personnel attended the conference in Pennsylvania, which focused on workplace literacy. The FY 1991 conference, hosted by Ohio, included topics such as Technology in the Classroom, Learning Disabled Students, Whole Language Training, and Economically Disadvantaged Adults.

OKLAHOMA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 15,006 (82%)	ESL: 3,196 (18%)	Total: 18,202

Funding (FY 1988)

Federal: $1,449,496 (89%)	State/Local: $171,302 (11%)	Total: $1,620,798

Section 353 Funding:
$131,169

Instructors

Teachers: 536 PT; 0 FT (FY 1988)	Volunteers: 25 (FY 1989)

STATE CREDENTIALS

Adult education teachers in Oklahoma must have an elementary or secondary teaching certificate.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $79,954	Other Funds: 0	Total: $79,954

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	246	Instructors	0	Instructors	246
Volunteers	0	Volunteers	1,680[1]	Volunteers	1,680

Training Projects (FY 1990)

Section 353 Projects	Revenues
Summer Institute - Northeastern Oklahoma University	$79,954

Other Projects	Revenues
Oklahoma Literacy Coalition	--

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[1] Includes an undetermined number of students and project directors.

ADDITIONAL INFORMATION

Oklahoma, because of difficulties associated with being a large rural state, conducts statewide adult basic education teacher training only once a year, at a week-long summer institute. Other training is conducted at the 40 local adult education programs in the state.

Northeastern Oklahoma University organized the summer institute in FY 1990 under contract to the Oklahoma Department of Education. At least six trainers presented to the 246 participating ABE teachers topics such as teaching handicapped adults, reading and essay writing, holistic scoring, and math. The Institute cost $79,954 in 353 funds.

Volunteer tutoring is a key element of the adult education program in Oklahoma. The Oklahoma Department of Libraries, in conjunction with the Oklahoma Literacy Coalition, produces local, regional, and statewide training events for volunteers. The two groups provide training through seven VISTA volunteers, 20 trainers, and 65 to 70 part-time trainers. Between January 1990 and January 1991, 113 regional workshops -- 93 on Laubach, 14 on LVA, and six on ESL methods -- drew an average of 10 volunteers per workshop. During the same time period, 32 inservice sessions reached at least 200 experienced tutors. Finally, the Statewide Literacy Conference in September, sponsored by the Oklahoma Literacy Coalition, Department of Libraries, and State Department of Education, conducted 14 workshops for the 350 tutors, students, and council leaders who attended.

OREGON

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 7,854 (36%)	ESL: 14,099 (64%)	Total: 21,953

Funding (FY 1988)

Federal: $1,076,467 (16%)	State/Local: $5,694,766 (84%)	Total: $6,771,233

Section 353 Funding: $52,000

Instructors

Teachers: 376 PT; 80 FT (FY 1988)	Volunteers: 622 (FY 1989)

STATE CREDENTIALS

Oregon has no statewide certification requirements for ABE/ESL teachers. Such criteria are set by hiring institutions. However, the state is in the process of developing certification requirements for literacy tutors.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $23,891	Other Funds: $225,000	Total: $248,891

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	155	Instructors	577	Instructors	732
Volunteers	0	Volunteers	1,060	Volunteers	1,060

Training Projects (FY 1990)

Section 353 Projects	Revenues
Workplace Summer Institute	$ 17,891
Blue Mountain CC	1,000
Portland CC, Tutor Training Guide	5,000

Other Projects	Revenues
Oregon Literacy, Inc.	$225,000[1]
Medford Laubach	0
Office of Community College Services (OCCS), regional and local BASIS trainings	(Figure unavailable)

ADDITIONAL INFORMATION

Every two years, Oregon's Office of Community College Services (OCCS) performs a statewide needs assessment and determines the funding priorities for staff development in the state. These priorities are disseminated to each Community College along with RFPs each January. Independent Community Colleges determine their own training requirements and apply for funds from the state in accordance with the state's funding priorities. Each funded program turns into the state a project document at the year's end.

The OCCS also sponsors an annual Summer Institute which includes inservice workshops and provides BASIS training for educators at the Summer Institute and at other regional and local conferences throughout the year. BASIS, or Basic Adult Skills Inventory System, is an assessment process required of all welfare recipients in Oregon.

The other major provider of ABE/ESL volunteer training in Oregon is the Laubach-certified Oregon Literacy, Inc.

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[1] Includes revenues for nontraining activities.

PENNSYLVANIA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 27,696 (75%)

ESL: 9,196 (25%)

Total: 36,892

Funding (FY 1988)

Federal: $5,144,007 (85%)

State/Local: $915,956 (15%)

Total: $6,059,963

Section 353 Funding:
$713,590

Instructors

Teachers: 1,112 PT; 51 FT
(FY 1988)

Volunteers: 69 (FY 1989)

STATE CREDENTIALS

ABE teachers are encouraged to be certified in some areas of education.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds:
$86,629

Other Funds:
$60,000

Total:
$146,629

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	1,463	Instructors	0	Instructors	1,463
Volunteers	49	Volunteers	350	Volunteers	399

Training Projects (FY 1990)

Section 353 Projects	Revenues
Fall Workshops	$ 9,000
PAACE Mid-Winter Conference	31,000[1]
Pennsylvania-Ohio Conference	4,000
Pennsylvania-New Jersey Conference	6,500
Collaborative Adult Literacy Workshop	18,129
Developing ESL Teaching Skills	18,000
Tutors of Literacy in the Commonwealth	60,000

Other Projects	Revenues
None	--

ADDITIONAL INFORMATION

Seven ABE statewide staff development programs were held in Pennsylvania in FY 1990. These projects took the form of fall workshops, conferences, tutor trainings and inservices, and several 353 special projects. The fall workshops included a series of 11 different programs that were presented for one day in Pittsburgh, Philadelphia, and Harrisburg. Some of the programs presented included New Teacher Orientation, Selecting Appropriate Literature and Mass Media for Use with Adult Learners of ESL, Multi-Cultural Differences in Adult Education--A Need for Understanding, and The Effect of the Adult Education Students' Coping Capacity upon Program Planning. A total of 400 participants attended in FY 1990.

Three conferences are held yearly with 353 funding from Pennsylvania. One is the Pennsylvania Association of Adult Continuing Education's (PAACE) Mid-Winter Conference. This two-day conference is held in Hershey and attracts an average of 650 ABE and GED instructors. Presentations include Budgeting Basics for Beginners, Multi-Culturism, Learning Styles, ESL--A Cooperative Venture, and Time to Read.

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[1] Includes Federal, state, local, and individual monies as well as exhibitors' fees.

ADDITIONAL INFORMATION (Continued)

A second conference is the Pennsylvania-Ohio Staff Development Conference. It was held in West Middlesex, Pennsylvania in FY 1990 and in Warren, Ohio in FY 1991. Approximately 70 of the 120 ABE personnel in attendance were from Pennsylvania. During FY 1990, the conference focused on workplace literacy, and in FY 1991 there was a more general emphasis with sessions including Technology in the Classroom, Learning Disabled Students, Whole Language Training, and Economically Disadvantaged Adults.

Another of the conferences was the Pennsylvania-New Jersey Staff Development Conference held in Trevose, Pennsylvania. Half of the 100 conference participants came from New Jersey. There were presentations on, among other topics, ESL, Scotopic Sensitivity, and Public Relations during this one-day conference.

Two 353-funded training projects were conducted during FY 1990. One was a collaborative adult literacy training workshop for tutors and students. The Center for Literacy in Philadelphia piloted and revised a newly designed adult literacy volunteer tutor training workshop. The workshop design has tutors and students trained together in the same workshop with emphasis placed on teaching reading and writing skills through a whole language approach. Eleven workshops were held with 97 participants, half of which were tutors.

The second 353 special project was conducted by the Immigration and Refugee Services of Catholic Charities in Harrisburg. They offered three separate training workshops to English as a Second Language adult program administrators, teachers, and tutors in Central Pennsylvania. Workshop topics will include the Natural Approach, Cross Cultural Awareness, and Teaching ESL and U.S. Civics. The latter workshop was also offered in Reading. A handbook on the Natural Approach and a manual on Cross Cultural Awareness were produced and distributed to all participants. A total of 11 one-day workshops were held for 293 ESL instructors and tutors.

The final project is the Tutors of Literacy in the Commonwealth (TLC), a statewide project that provides training sessions and inservices for new tutors. In Pennsylvania, there are approximately 98 literacy councils throughout the state. Many of the literacy councils provide their own staffs with new-tutor training sessions and various inservices, but there are some that require assistance with these tasks. TLC provides that assistance. In FY 1990, TLC provided 50 tutor training sessions and inservices to 350 participants. The training provided to new tutors is primarily Laubach. A sampling of the inservices offered includes ESL, Reading Spelling Via Phonetics (RSVP), Reading Disabilities, spelling workshops, and prison workshops for training inmates as tutors.

RHODE ISLAND

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 3,178 (61%)	ESL: 2,028 (39%)	Total: 5,206

Funding (FY 1988)

Federal: $677,370 (37%)	State/Local: $1,138,796 (63%)	Total: $1,816,166

Section 353 Funding:
$239,051

Instructors

Teachers: 162 PT; 5 FT (FY 1988)	Volunteers: 0 (FY 1989)

STATE CREDENTIALS

There is no state certification for ABE instructors. Preference is given to those that have completed a three-credit course in either methods and materials or adult methodology. Preference is also given to those instructors that are certified in reading or mathematics at the elementary or secondary level.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds:	Other Funds:	Total:
$8,000	0	$8,000

Staff Trained (FY 1990)

Section 353 Projects:	Other Projects:	Total:
Instructors 80[1]	Instructors 0	Instructors 80[1]

Training Projects (FY 1990)

Section 353 Projects	Revenues
Rhode Island School Staff Institute	$5,000
Summer Institute	3,000

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[1] Includes volunteers as well as ABE and ESL personnel.

Other Projects	Revenues
None	–

ADDITIONAL INFORMATION

Rhode Island conducted two statewide staff development projects for ABE personnel during FY 1990 -- participation in the Rhode Island School Staff Institute (RISSI) and a summer institute. RISSI, run by the Rhode Island Department of Education, funds inservice education programs that are planned by and for school staffs and/or other members of a school community; designed to meet local needs and to promote Federal and state priorities; actively supported by the administration of the local system; voluntary in nature and participant controlled. Although the vast majority of participating groups represented elementary, secondary, and other groups unrelated to ABE, four ABE groups used RISSI in FY 1990. Two of the groups organized four-hour inservices dealing with scotopic sensitivity. Another group had a four-hour inservice on whole brain learning. The final group held a one and a half day workshop on CASAS. A total of 60 ABE instructors took part.

The summer institute was designed mostly for vocational educators but there was a strand of ABE programs that was attended by 20 ABE individuals. During the two and one-half day institute, ABE topics covered were CASAS, whole language instruction, using right/left brain teaching strategies, and future trends in adult education.

SOUTH CAROLINA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 32,211 (95%)	ESL: 1,564 (5%)	Total: 33,775

Funding (FY 1988)

Federal: $1,823,605 (27%)	State/Local: $4,958,422 (73%)	Total: $6,782,027

Section 353 Funding:
$242,942 (FY 1990)

Instructors

Teachers: 1,080 PT; 274 FT (FY 1988)	Volunteers: 1,542 (FY 1989)

STATE CREDENTIALS

Adult education teachers in South Carolina must have earned an elementary or secondary teaching certificate.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $146,494	Other Funds: 0	Total: $146,494

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	575[1]	Instructors	0	Instructors	575[1]
Volunteers	0	Volunteers	2,581	Volunteers	2,581

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[1] This includes instructors and volunteers trained through the Adult Education Staff Development and Promotions Project. Numbers of staff trained in other projects are currently unavailable.

Training Projects (FY 1990)

Section 353 Projects	Revenues
Principles of the Alphabet Literacy Systems	$13,622
Math Basic Life Skills	10,600
Adult Education Staff Development and Promotions Project	61,275
Learning for Living	60,997
Other Projects	**Revenues[2]**
South Carolina Adult Reading Campaign	--

ADDITIONAL INFORMATION

Much of the adult education teacher training in South Carolina is conducted locally through school districts. ABE teachers also receive statewide training through 353-funded projects. Staff development activities include state- and local-level workshops, conferences, and telecasts.

In FY 1990, four projects were funded with 353 grants. Principles of the Alphabet Literacy Systems, for $13,622, and Math Basic Life Skills, for $10,600, were both new workshops. The Adult Education Staff Development and Promotions Project, in its second year of operation, received a grant of $61,275. This project conducted four regional teacher training conferences in August 1989, drawing a total of 425 teachers. The sessions, presented by approximately 36 trainers, covered topics including teaching math, ESL, and writing. This project also conducted three conferences for literacy volunteers and coordinators, which enrolled approximately 150 participants and used six trainers. The fourth 353 project, Learning for Living, was also operating in its second year. With a grant of $60,997, this project produced statewide telecasts of a training program, and published materials to accompany the telecast. Participants trained themselves by watching the broadcast on television while referring to the booklets.

The state volunteer program, known as the South Carolina Adult Reading Campaign, conducts volunteer training at the local level. The program is implemented through 49 literacy coordinates, which are funded by the State Department of Education, local school district, and private sources. Volunteer projects in South Carolina are required to report to the State Literacy Coordinator on statistics such as the number of tutors trained. In FY 1990, 2,581 ABE and ESL tutors received training in 219 sessions. The 3,454 tutors in the state provided 319,828 hours of tutoring that year.

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[2] Amount expended locally on training is not reported.

SOUTH DAKOTA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 2,871 (88%)
ESL: 402 (12%)
Total: 3,273

Funding (FY 1988)

Federal: $504,077 (90%)
State/Local: $56,009 (10%)
Total: $560,086

Section 353 Funding: $58,382

Instructors

Teachers: 90 PT; 13 FT (FY 1988)
Volunteers: 12 (FY 1989)

STATE CREDENTIALS

There are no certification requirements for adult education teachers in South Dakota.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $52,955
Other Funds: $65,000
Total: $117,955

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	41[1]	Instructors	70	Instructors	111
Volunteers	127	Volunteers	185	Volunteers	312

Training Projects (FY 1990)

Section 353 Projects	Revenues
SD Human Services Center	$10,600
Sioux Falls Literacy Consortium	8,955
SD State Library	20,000
University of SD	9,400
Sioux Falls Communication Service for the Deaf	4,000

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[1] Includes five master teachers.

Other Projects	Revenues
New Trends in Education Conference	$25,000
SD State Library	40,000

ADDITIONAL INFORMATION

Programs that coordinate efforts in state or regional training are given priority to receive 353 funding. Most adult education instructor training in South Dakota takes place in statewide or regional workshops or conferences sponsored by a number of agencies. Training topics vary; a needs assessment conducted every one to three years often provides direction for training. Competency-based instruction is now being stressed in ABE teacher training, and one-on-one tutoring -- generally the Laubach method -- is the focus of volunteer training.

In FY 1990, two regional workshops were conducted with 353 grants: the South Dakota Human Services Center, using $10,600 and three instructors, trained 16 teachers in methodology for teaching the handicapped and mentally ill; and the University of South Dakota, working with $20,000 and four trainers, trained 20 teachers from eight ABE programs. In a third 353 funded project, funded at $4,000, one trainer from the Sioux Falls Communication Services for the Deaf trained five outreach workers to work within their communities.

In June 1990, for the first time in South Dakota, the state departments for ESL, ABE, and the homeless coordinated the New Trends in Education Conference, a joint training session in which six instructors trained 60 teachers. This conference was primarily sponsored with $25,000 from other Federal sources.

According to the South Dakota four-year plan, many volunteer tutors are trained within their local program. However, several regional training activities were conducted in FY 1990. The Sioux Falls Literacy Consortium trained 12 tutors using $8,955 in 353 funds. The South Dakota State Library, also sponsored by a 353 grant, trained 115 volunteers with four trainers and $20,000. Using $40,000 from other funding sources and the full staff of 12 trainers, the State Library in conjunction with the South Dakota Literacy Council trained an additional 195 volunteers.

TENNESSEE

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 27,514 (92%)	ESL: 2,500 (8%)	Total: 30,014

Funding (FY 1988)

Federal: $3,073,439 (87%)	State/Local: $475,680 (13%)	Total: $3,549,119

Section 353 Funding:
$228,831

Instructors

Teachers: 902 PT; 8 FT (FY 1988)	Volunteers: 4,458 (FY 1989)

STATE CREDENTIALS

ABE instructors are required to have a valid Tennessee teaching certificate.

TRAINING ACTIVITIES

Funding

Section 353 Funds:	Other Funds:	Total:
$ 400 (FY 1990)	0	$ 400 (FY 1990)
$55,000 (FY 1991)	0	$55,000 (FY 1991)

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	85	Instructors	0	Instructors	85

Training Projects

Section 353 Projects	Revenues
Ossippee State University-- Psychological Aspects of Adult Learning (FY 1990)	$ 400[1]
Adult Instructional Model Fall Training (FY 1991)	55,000

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[1] Figure does not represent full cost of program; does not include teacher compensation.

Other Projects	Revenues
None	--

ADDITIONAL INFORMATION

Tennessee changed its approach to ABE staff development in FY 1991. Previously local programs were responsible for nearly all ABE staff development. One statewide project existed in FY 1990, a two-week program at Ossippee State University. This program was attended by 85 ABE instructors, administrators and supervisors. It was held in November, with the participating teachers receiving their usual salaries. The program's focus was on the psychological aspects of adult learning. Over the two weeks, creating lesson plans and simulating classroom experiences were also covered.

The restructuring mentioned above began with each school district hiring a full-time ABE coordinator, who is responsible for the ABE instructors in the school district. In the fall of 1990, the State Department of Education began a large-scale statewide campaign to train the coordinators and many of the instructors. In all, 14 five-hour training sessions were held throughout the state and 3,000 individuals attended. The training was based on the Adult Instructional Model (AIM). AIM was developed at the State Department of Education and attempts to provide a holistic, whole language approach that employs group literacy techniques. The model covers many content areas including reading, math, and life-coping skills. There is an emphasis on using real-life literature of relevance to the adult student. The model also stresses that instructors should create their own curriculum.

Workshop sessions began with a presentation of the Adult Instructional Model. This was followed by a presentation and interactive session dealing with group techniques and activities; an introduction to the whole language approach; and a final segment that dealt with how to select adult education materials.

In Tennessee, ESL staff development is left up to the local program. The State Department of Education provides technical assistance when necessary. The ESL population is quite small and thus does not require a statewide staff development effort.

TEXAS

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1990)

ABE: 70,008 (48%)	ESL: 75,059 (52%)	Total: 145,067

Funding (FY 1988)

Federal: $5,318,190 (41%)	State/Local: $7,602,934 (59%)	Total: $12,921,124

Section 353 Funding:
$639,176

Instructors

Teachers: 2,609 PT; 107 FT (FY 1988)	Volunteers: 2,683 (FY 1990)

STATE CREDENTIALS

Adult education teachers must have at least a bachelor's degree and a valid Texas teaching certificate and must receive at least 12 clock hours of staff development training annually. Those without a teaching certificate must receive an additional 12 clock hours of training until they have completed either six semester hours of adult education college credit courses or have attained two years' teaching experience. New teachers must receive at least six clock hours of preservice training before teaching.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $350,000[1]	Other Funds: 0	Total: $350,000

Staff Trained (FY 1990)[2]

Section 353 Projects:		Other Projects:		Total:	
Instructors	3,491	Instructors	0	Instructors	3,491
Volunteers	2,683	Volunteers	0	Volunteers	2,683

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[1] Estimate based on $225,000 budget for stipends that the state provides to teachers for travel and per diem to attend training. In addition, about 10 percent of 353 grants are used for teacher training, except for the ESL grant at Texas A&I, which spends about 75 percent of its grant on teacher training.

[2] Figures include all ABE, ESL, and GED teachers, who are required by the state to obtain a minimum of 12 hours of staff development each year.

Training Projects (FY 1991)[3]

Section 353 Projects	Revenues
Adult Education Training Through Television Technology	$ 92,080
English Literacy for Speakers of Other Languages, Teacher Training and Curriculum Development	114,900
Adult Literacy and Math Teacher Training and Curriculum Development	108,288 (FY 1990)
Texas A&M Center for Adult Literacy	100,000[4]

Other Projects	Revenues
None	--

ADDITIONAL INFORMATION

Training is provided to Texas adult education teachers through local, regional, and statewide workshops, largely through 353 funds. A portion of 353 funds goes directly to staff development projects and the remaining funds (about $225,000 annually) go to the 61 cooperatives (school districts and counties that administer adult basic education on the local level) to give stipends to teachers to attend training activities. The focus of training is on providing "educationally disadvantaged adults with basic educational and life-coping skills through the eighth grade level of competency." Training is also given priority so that teachers may meet the annual 12-hour minimum requirement for training.

During FY 1990, 317 local workshops and specialized teacher training activities were conducted throughout the state, including 146 training activities provided through the Texas Education Agency's Division of Adult and Community Eduction Program Development, which delivered staff development presentations and conducted technical assistance visits. Specialized trainer workshops and conferences were provided to address specific needs such as ESL bilingual training, volunteer tutors, and supervisory training. One state conference and three regional conferences are held each year. They cover general adult education issues, as well as working with special groups such as the homeless and welfare recipients.

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[3] Figures represent total grant award, of which only 10 percent is estimated to be used for teacher training. The ESL project is estimated to use about three-fourths of its grant for teacher training.

[4] Estimate.

ADDITIONAL INFORMATION (Continued)

Three special projects provide ongoing ABE and ESL teacher training through Section 353 funds. These projects are designed to be implemented through a trainer of trainers model and provide for development of performance standards (learner outcomes). The first project is the Adult Literacy and Math Teacher Training and Curriculum Development project administered through the Region XX Education Service Center in San Antonio. The project focuses on continued training of teacher trainers in literacy (levels 0-4) and math and provides inservices in adult literacy and math learner outcomes (Adult Essential Elements). About 10 percent of the $108,288 grant goes directly to staff development.

The second project, English Literacy for Speakers of Other Languages Teacher Training and Curriculum Development, is the ESL counterpart to the Region XX project and is administered through Texas A&I University. The ESL project, funded for $114,900 in FY 1991, is designed to train 15 trainers, develop and sponsor an Institute for Adult ESOL Teachers, and develop and field test a curriculum guide. ESL teacher training modules developed through the project cover topics such as: Approaches, Methods, and Techniques for Teachers of ESL; Citizenship Education; Multilevel ESL; Native Language Literacy for Spanish Speakers; and English Literacy for Limited English Proficient Adults. The third grantee is the Center for Adult Literacy at Texas A&M University, which acts as a dissemination source for adult education materials and provides occasional training at the request of local programs. The Center receives about $100,000 in 353 funds annually and uses about 10 percent of those funds for staff development activities.

A new special project, funded for $92,080 in FY 1991, is Adult Education Training Through Television Technology, sponsored by Central Texas College and KNCT-TV in Killeen, Texas. The three-year project will produce video-based training materials for two types of adult educators -- adult educators new to the field (satisfying the state's six-hour preservice requirement) and adult education instructors new to instruction of adults in beginning-level reading, writing, and math (satisfying the 12-hour requirement for inservice training). The video materials will emphasize understanding the adult learner and use of the whole language approach. About 10 percent of the grant is used directly for staff development.

Most training of volunteers is conducted by local literacy councils in conjunction with Literacy Volunteers of America, Laubach, or local libraries. They also have access to the ongoing staff development provided at the local level. Volunteers are considered a major instructional resource as adult education programs face limited funding, and their numbers have nearly doubled in the last two years.

A 1990 survey of staff at the local cooperative level found that the most frequently listed training priorities for FY 1991 were student recruitment, motivation, and retention; ESL instruction, including methods and materials; teaching writing, reading, and math skills; and diagnosis and placement of students.

UTAH

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 2,591 (56%)	ESL: 2,002 (44%)	Total: 4,593

Funding (FY 1988)

Federal: $603,529 (15%)	State/Local: $3,342,000 (85%)	Total: $3,945,529
Section 353 Funding: $73,861		

Instructors

Teachers: 597 PT; 68 FT (FY 1988)		Volunteers: 0 (FY 1989)

STATE CREDENTIALS

Teachers of courses for high school completion must have K-12 or secondary certification in the subject areas taught. This requirement is waived in some rural communities. Teachers of other ABE/ESL courses have no formal requirements.

TRAINING ACTIVITIES

Funding

Section 353 Funds: $22,279 (FY 1989)	Other Funds: $28,200 (FY 1991)	Total: $22,279 (FY 1989) $28,200 (FY 1991)

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	127	Instructors	0	Instructors	127
Volunteers	0	Volunteers	65	Volunteers	65

Training Projects

Section 353 Projects	Revenues
In-Service Staff Development Materials and Instructional Programs by Utah State University (FY 1989)	$22,279

Other Projects	Revenues
Literacy Volunteers of America, Salt Lake City (FY 1991)	28,200[1]

ADDITIONAL INFORMATION

Virtually all of Utah's staff development for ABE/ESL comes out of the state's Office of Adult Education Services. Most preservice and inservice workshops and conferences are sponsored by this office; some are provided by outside programs with funding from the state office.

In 1989, 353 funds were granted to Utah State University's Department of Instructional Technology to develop and produce a series of 19 self-study modules, two regional workshops and one statewide workshop, all aimed at developing a comprehensive range of educational competencies in ABE/ESL teachers. Each self-study module comprises a videotape, a study guide, and a computer-based diagnostic/achievement inventory.

The other significant provider of ABE/ESL training in rural areas of Utah is the Literacy Volunteers of America affiliate in Salt Lake City. This group has sponsored some innovative projects. For instance, the group trained teachers on Navajo reservations to facilitate parent/child exchanges of tutoring in Navajo and English. The children learn Navajo from their parents, and the parents learn English from their children. In another program, LVA arranged for local physicians to act as "workplace literacy" tutors to physicians who had recently immigrated from the Soviet Union.

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[1] Includes some revenues for nontraining activities.

VERMONT

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 3,697 (94%)	ESL: 255 (6%)	Total: 3,952

Funding (FY 1988)

Federal: $423,552 (19%)	State/Local: $1,767,213 (81%)	Total: $2,190,765

Section 353 Funding:
$42,508

Instructors

Teachers: 52 PT; 39 FT (FY 1988)	Volunteers: 86 (FY 1989)

STATE CREDENTIALS

Almost all instructors have a bachelor's degree. Hiring is focused on a variety of factors such as the ability to work effectively with adults in a highly independent fashion.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $15,300[1]	Other Funds: 0	Total: $15,300

Staff Trained (FY 1990)

Section 353 Projects:	Other Projects:	Total:
Instructors 464[2]	Instructors 0	Instructors 464

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[1] Includes funding from other sources in addition to 353 funding.

[2] Includes ABE and ESL instructors, volunteers, and administrators.

Training Projects (FY 1990)

Section 353 Projects	Revenues
All-State Conference	$11,000[1]
ESL Workshops	4,000[1]
Interactive TV[3]	--
March Mud Madness	300[1]
Tri-State Conference[4]	--

Other Projects	Revenues
None	--

ADDITIONAL INFORMATION

In Vermont, five statewide staff development activities were conducted in FY 1990. Some of the statewide training is organized by the State Department of Education staff. Planning for these activities occurs in cooperation with the statewide Program Improvement Group (PIG), which is a representative group of tutors that meets monthly. Other training activities are organized by the PIG with some staff support from the State Department of Education.

The first activity was an annual two-day conference. It was organized by the Department of Education ABE staff, with a representative committee from each region as well as other adult education programs in cooperation with PIG. In FY 1991, 200 participants attended this fall conference in Fairlee, Vermont. The workshops were grouped by content into seven series, including new tutor, learning disabilities, professional development, diploma, program development, independent (related to skills and teaching methods), and kinesthetic. A sampling of the workshops includes Literature Based Reading, Performance Targets for Vermont Education, Using Local Resources Panel, Learning Groups--Participatory Strategies for Empowering Learners, Recognizing Diversity--Welcoming Differences, Critical Thinking, Student Empowerment--A Dialogue, Holistic Goal Setting and Assessment, Basic Reading Teasers, An Eclectic Approach to Teaching Language Arts to Adult New Readers, and Introduction to Learning Disabilities.

A series of three one-day ESL workshops were held in April, September, and December. The first workshop, Introduction to ESL Resources--Print, Video, and People, was attended by 30 tutors. The second workshop, Theory of Language Acquisition, used trainers from the School for International Training and was held in Interactive TV.

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[3] Interactive TV stations sponsor these workshops.

[4] Funding comes from individual programs and includes monies from many sources; exact figure is unavailable.

ADDITIONAL INFORMATION (Continued)

Forty-seven tutors attended this session. The third workshop was broken into three parts -- Assessment and Evaluation of ESL Adults, Methodology of Teaching ESL Adults, and Cultural Awareness, and was also attended by 47 tutors.

A workshop on interactive TV was also conducted. This half-day program was entitled How to Use Interactive TV Effectively. It was repeated six times and a total of 30 individuals participated. The program was free because the interactive TV station donated the 48 hours of instruction time.

Another training activity was the annual one-day ABE program-sharing exercise called March Mud Madness, attended by 75 people. The conference allows people to share experiences and is often followed up locally as well.

An annual two-day ABE Tri-State Conference is conducted in cooperation with Maine and New Hampshire. Held in Center Harbor, New Hampshire, the average attendance is 95 instructors -- 40 are volunteer tutors from New Hampshire; 35 are ABE/ESL instructors from Vermont; and 20 are rural-based ABE instructors from Maine. The 18 workshops cover a variety of topics, but the emphasis and theme of the conference is home-based instruction.

VIRGINIA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 12,977 (54%)	ESL: 11,179 (46%)	Total: 24,156

Funding (FY 1988)

Federal: $2,605,014 (66%)	State/Local: $1,317,183 (34%)	Total: $3,922,197

Section 353 Funding:
$318,280

Instructors

Teachers: 571 PT; 41 FT (FY 1988)	Volunteers: 119 (FY 1989)

STATE CREDENTIALS

ABE and ESL teachers must be certified in elementary or secondary education or have appropriate experience as determined by local adult education programs. A new teaching endorsement for adult education teachers is under proposal.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $300,000[1]	Other Funds: 0	Total: $300,000

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	1,467[2]	Instructors	0	Instructors	1,467[2]

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[1] Estimate.

[2] Includes instructors and a few volunteers at cluster training sessions and the summer institute.

Training Projects

Section 353 Projects	Revenues
Summer Institute	$67,000[1] (FY 1990)
Cluster Inservice Training	77,247 (FY 1991)
Adult Literacy Resource Center	
Volunteer Training	80,000[3] (FY 1990)

Other Projects	Revenues
Commercial Driver's License	(Figure unavailable)

ADDITIONAL INFORMATION

Staff development for adult education teachers in Virginia is conducted primarily through ongoing inservice training provided to "cluster" regions and through a state-sponsored summer institute. The state operates an Adult Literacy Resource Center, housed at Virginia Commonwealth University, which provides the home base for cluster training, maintains a library, publishes a newsletter, and provides a toll-free number for teachers to call to obtain ongoing assistance. Training is also conducted at the local level by individual adult education programs. The arrangement for teacher training at the state and regional level is subject to change as the state education department is currently going through a major restructuring effort.

The Cluster Inservice Training program is an ongoing 353 project that provides preservice, inservice, and staff development workshops to teachers, administrators, and literacy providers in 12 different clusters or regions throughout the state. While the project is based at the Adult Literacy Resource Center, training is held in churches, hotels, vocational and adult education centers, community colleges, and high schools. Among the project's functions are establishment of a training advisory committee; identification of local, regional, and statewide training needs; review and funding of local cluster training activities; identification and distribution of instructional materials; and assistance in locating and providing consultants, master teachers, and content experts for conducting cluster training. Inservice sessions include Teaching Adult Readers, Motivation and Self-Esteem for Adult Readers; Commercial Driver's License Training (to prepare commercial drivers who must pass a first-time written test in 1992); Tutor/New Teacher Inservice; and Laubach training. Similar sessions are

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[3] About $54,000 was 353 funding and $26,000 was from state literacy monies.

ADDITIONAL INFORMATION (Continued)

planned for FY 1991, in addition to ongoing preservice training for ABE teachers. In FY 1990, 1,052 teachers and volunteers were trained through 54 inservice sessions at a cost of about $60,000. Estimated funding for FY 1991 is $77,247.

The statewide summer institute, most recently known as the Virginia Adult Institute for Lifelong Learning (VAILL), is an annual, three-day event that offers general (about one and a half hours) and specialized (about six hours over two days) workshops for adult educators and literacy providers. The institute is usually held at a college or university; the site changes each year. In recent years, the institute has been repeated at a second site, with a slightly different emphasis (e.g., ESL). More than 30 general workshops were offered in 1990, on diverse topics such as use of computers in adult education, cooperative learning overview, recognizing learning disabilities, rural issues in adult education, whole language and the adult learner, advanced ESL teaching strategies, teaching math to adults, student retention, family literacy, and workplace education. In addition, three specialized in-depth training sessions were held, including basic instructional strategies for new ABE teachers and ESL teachers and teaching reading to adults. In the future, the institute may provide college credit for participants; a handful of participants in 1989 took advantage of a credit option that was available if they completed follow-up study and wrote a paper. More than 415 adult educators were trained in the 1990 summer institute, at a cost of about $67,000.

Another statewide conference available for adult educators is the annual three-day conference held each spring by the Virginia Association for Adult and Continuing Education. The conference is open to individuals in continuing education and college and university programs, as well as literacy programs. It is funded entirely through a participant registration fee. About 20 different workshops are offered, but only a handful of these workshops focus on adult literacy subjects, including workplace literacy, adult learning, ESL and new technologies, and computers in literacy.

Volunteer tutors are trained primarily through local affiliates of Laubach and LVA and other volunteer tutoring organizations. The Virginia Literacy Foundation (a private foundation) and State Adult Literacy Office also coordinate training. About $54,000 is available through 353 funds and about $26,000 is available from state literacy money.

WASHINGTON

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 12,554 (66%)	ESL: 6,599 (34%)	Total: 19,153

Funding (FY 1988)

Federal: $1,470,414 (30%)	State/Local: $3,353,463 (70%)	Total: $4,823,877

Section 353 Funding: $320,345

Instructors

Teachers: 400 PT; 41 FT (FY 1988)	Volunteers: 283 (FY 1989)

STATE CREDENTIALS

Requirements are set by the hiring institutions. Generally, the 27 community colleges in Washington require their teachers to hold master's degrees. The state's five vocational/technical institutes require teachers to hold elementary/secondary certificates. A few private non-profit agencies have less stringent requirements.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds:[1]	Other Funds: $90,000	Total:[1]

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	450	Instructors	0	Instructors	450
Volunteers	0	Volunteers	795	Volunteers	795

Training Projects (FY 1990)

Section 353 Projects	Revenues
ABLE Network	(Figure unavailable)

Other Projects	Revenues
Tacoma Community House	$90,000[2]

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[1] Figure unavailable.

[2] Estimate; figure includes some revenue for nontraining activities.

ADDITIONAL INFORMATION

Washington's Adult Basic and Literacy Educators (ABLE) Network is a comprehensive support program for adult literacy and basic skills efforts in the state. The network is housed in Seattle Central Community College and is funded through the state's Office of the Superintendent of Public Instruction, primarily from Section 353 funds. Major teacher-support activities of the network are inservice training activities; maintaining the ABE Resource Center, a mail-order lending library of curricula and instructor-developed texts; and publications of a newsletter for instructors. The ABLE network is also involved in the development, dissemination, and assessment of the state's Core Competencies and Model Curriculum guidelines for instructors, in the infusion of technology into ABE programs, in the implementation of systematic and comprehensive student assessment, and in the management of the state's VISTA Literacy Corps Project.

In 1990, the primary function of the ABLE Network was to disseminate the state's newly developed Core Competencies and Model Curriculum guidelines. Four regional workshops were held to train 70 instructors as "site facilitators," who subsequently introduced the new guidelines to instructors state-wide through 12 local training sessions. The ABLE Network also provides training to instructors through an annual two-day summer institute.

A diversity of other organizations provide ABE/ESL volunteer training in Washington. Private nonprofits and employers are active in ABE/ESL efforts. Examples of these include Washington Literacy, Tacoma Community House, the Private Industry Council, and Boeing.

WEST VIRGINIA

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 13,891 (94%)	ESL: 907 (6%)	Total: 14,798

Funding (FY 1988)

Federal: $1,201,055 (48%)	State/Local: $1,285,286 (52%)	Total: $2,486,341

Section 353 Funding:
$179,327

Instructors

Teachers: 238 PT; 32 FT (FY 1988)	Volunteers: 972 (FY 1989)

STATE CREDENTIALS

Adult basic education teachers in West Virginia must hold either a professional teaching certificate or an adult education license.

TRAINING ACTIVITIES

Funding

Section 353 Funds:	Other Funds:	Total:
$96,000 (FY 1990)	$25,000 (FY 1990)	$121,000 (FY 1990)
$102,759 (FY 1991)	0 (FY 1991)	$102,759 (FY 1991)

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	206	Instructors	0	Instructors	206

Training Projects (FY 1990)

Section 353 Projects	Revenues
Adults with Special Learning Needs Conference	$ 6,000
Local Workshops	90,000[1]
Teacher's Exchange Program Inservice Activities	

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[1] Approximately $90,000 was spent on local workshops and the Teacher's Exchange Program; further breakdown of the figure is unavailable.

Other Projects	Revenues
ESL Teacher/Tutor Training	$25,000[2]

ADDITIONAL INFORMATION

The Adult Basic Education Teacher Training Project, supported by 353 funds, coordinates ABE teacher training activities in West Virginia. The project has been directed by the current ABE Staff Development Coordinator for the past four years and has been supported by $96,000 (FY 1990) and $102,759 (FY 1991) in 353 funds. During this four-year period, inservice training has been implemented through annual week-long summer institutes, annual state conferences, statewide and local workshops, and a Teacher's Exchange Program. Since 1989, all new ABE teachers must participate in six hours of preservice training, and experienced teachers must complete three hours of inservice training every year.

For the past two years, the annual Summer Institute has been held in conjunction with the annual Vocational, Technical and Adult Education Conference. In 1989 the conference focused on Adults with Special Learning Needs. Fourteen presenters instructed 85 ABE teachers, and the budget for the conference was about $6,000. The 1990 conference, which cost approximately $7,500, featured 11 presenters and a volunteer track of four workshops, and drew between 80 and 100 participants. Fifty-nine of those participants remained to attend the Summer Institute. The theme of the Institute was Teaching Mathematics to ABE Students.

Most inservice training is conducted at the local program level by the state ABE Staff Development Coordinator, with occasional support from the five Regional Education Service Agency (RESA) coordinators and a corps of 25 trained peer tutors. In FY 1990, seven local workshops served a total of 121 ABE instructors. Eight local workshops, four preservice training sessions, and two statewide inservice training sessions have been offered to date in FY 1991, reaching a total of 138 ABE instructors. In the coming year, three teleconference workshops on Teaching Thinking Skills in Vocational Education will be provided on a statewide basis.

The Teacher's Exchange Program, which began in 1988, allows ABE teachers to visit other classrooms to share teaching strategies. In addition, teachers who attend national and state conferences may be reimbursed for expenses, providing they conduct regional training sessions to share what they have learned. Five teacher exchange inservices were held in FY 1990; thus far in FY 1991, 102 ABE teachers have participated in this program. Four more teacher's exchanges are planned for Spring 1991.

Funding for ESL teachers is combined with funding for volunteers through an Adult Education Act English Literacy Grant. During FY 1990 and FY 1991, training for volunteer tutors is being supported by a $25,000 grant for ESL teacher/tutor training. The program is coordinated by the ABE Staff Development Coordinator in conjunction with Literacy

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[2] Training for ESL volunteers is scheduled to begin during Spring 1991 and will be supported by a $25,000 grant.

ADDITIONAL INFORMATION (Continued)

Volunteers of West Virginia (LVWV) and the West Virginia Laubach Literacy Council (WVLL). Training is scheduled to begin in the spring of 1991. This training will include:

- Two regional workshops instructing the ESOL program of WVLL (minimum of five participants each);
- One LVWV training session on volunteers in technical assistance (minimum of four participants); and
- Six regional workshops on the Literacy Volunteers of America (LVA) ESL teaching methodology (minimum of four participants each).

In addition, the project will buy five ESL training modules for workshops and to loan to tutors.

WISCONSIN

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 40,584 (91%)

ESL: 3,984 (9%)

Total: 44,568

Funding (FY 1988)

Federal: $1,945,295 (27%)

State/Local: $5,272,230 (73%)

Total: $7,217,525

Section 353 Funding: $207,827

Instructors

Teachers: 629 PT; 411 FT (FY 1988)

Volunteers: 105 (FY 1989)

STATE CREDENTIALS

Adult education teachers in Wisconsin must have earned a degree in linguistics, ESL, or teaching to ESL students.

TRAINING ACTIVITIES

Funding (FY 1990)

Section 353 Funds: $95,000[1]

Other Funds: $50,000[1]

Total: $145,000

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	3,362[2]	Instructors	0	Instructors	3,362

Training Projects (FY 1990)

Section 353 Projects	Revenues[3]
Local Inservice Activities	–
Regional Training Sessions	–
Statewide Training Sessions	–
Summer Institute Adult Literacy Workshop	–

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[1] Estimate.

[2] Estimate, including instructors and volunteers.

[3] Funding figures for individual activities are not available.

Other Projects	Revenues
None	--

ADDITIONAL INFORMATION

Staff development for adult basic education teachers in Wisconsin begins at the district level. Wisconsin is divided into 16 districts, 10 of which provide ESL programs. District-wide inservice activities are held early each year, followed by regional and then statewide training activities. Also conducted on a statewide basis are conferences, a summer institute, and a literacy workshop.

At the beginning of each year, the deans of ABE and ESL programs identify state training priorities at planning workshops. Priorities for FY 1990 were curriculum development and the infusion of technology. Each district held at least two inservice activities per semester using these topics. Successful inservice activities were incorporated into regional (three to five districts) inservice training sessions. The two-day regional sessions generally involved six trainers. In FY 1990 two such activities were conducted -- one fewer than in previous years. Some regional training activities were then incorporated into statewide training sessions. These two-day inservice activities generally consisted of eight consecutive sessions: one used a videotape presentation, one involved peer discussion, and six were conducted by different trainers. Although one such statewide training session is held most years, two were held in FY 1990. Each of these training activities -- at the district, regional, and state levels -- drew between 35 and 50 participants, and could be used to provide credits towards continuing education for certification.

In addition to the above activities, a Summer Institute for certification is offered on an as-needed basis. The Institute is followed by a teaching practicum and a final workshop. In the FY 1990 workshop, six trainers instructed 22 participants. The third annual Adult Literacy Workshop was also conducted in FY 1990. Sixty trainers instructed 450 participants statewide in this three-day workshop.

The district, regional, and state inservice activities, in addition to the Summer Institute and Adult Literacy Workshop, were funded in FY 1990 from a number of sources; however, funding figures for individual activities were not available. Approximately $95,000 in 353 funds were allocated to districts on a formula basis; districts could use those funds to develop training sessions or send individuals to staff development activities. The Wisconsin Department of Education budgeted at least an additional $50,000 for training activities in that year.

WYOMING

OVERVIEW OF ABE/ESL SYSTEM

Participants (FY 1989)

ABE: 1,671 (78%)	ESL: 464 (22%)	Total: 2,135

Funding (FY 1988)

Federal: $376,188 (70%)	State/Local: $158,712 (30%)	Total: $534,900

Section 353 Funding:
$57,356

Instructors

Teachers: 60 PT; 7 FT (FY 1988)	Volunteers: 236 (FY 1989)

STATE CREDENTIALS

Wyoming does not require certification of ABE teachers. Most of the state's adult education programs operate through the community college system, which specifies "qualified" faculty but not necessarily state certificated personnel.

TRAINING ACTIVITIES

Funding

Section 353 Funds:	Other Funds:	Total:
$10,754 (FY 1990)	$5,982 (FY 1990)	$16,736 (FY 1990)
$39,145 (FY 1991)	0 (FY 1991)	$39,145 (FY 1991)

Staff Trained (FY 1990)

Section 353 Projects:		Other Projects:		Total:	
Instructors	113[1]	Instructors	0	Instructors	113

Training Projects (FY 1990)

Section 353 Projects	Revenues
Adult Basic Education Center[2]	$15,482[2]
Educationalized Programming for Institutionalized Adults	1,254

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[1] This figure includes ABE and ESL instructors, volunteers, and administrators.

[2] $5,982 of this total came from local sources.

Other Projects	Revenues
None	--

ADDITIONAL INFORMATION

During FY 1990, two projects were funded to provide statewide adult education staff development. The first was a one-day conference entitled "Educational Programming for Institutionalized Adults." It was held at Eastern Wyoming College and was attended by about 30 adult educators who work with individuals housed in various correctional and mental institutions.

The second project was conducted by Casper College, which sponsored the Learning Disabilities Conference. This two-day conference was attended by 83 adult educators, education instructors, administrators, and volunteers. Over the two days, six speakers lectured on a variety of topics including Characteristics of and Institutional Strategies for Adults with Learning Disabilities, Instructing the Learning Disabled Student, Vision-Related Learning Problems, Auditory Perception Difficulties and their Effect on Learning, Assessments for Learning Disabilities, Learning Styles and their Use with Your Student, and Reading-Learning-Style Computer Program.

Five 353 funded adult education staff development projects are underway for FY 1991. They include:

- The Laramie County Community College's Adult Learning Center provides funding for 11 Wyoming adult educators to attend the national conference of AAACE in Salt Lake City, Utah ($4,400).
- The Adult Basic Education Center at Casper College provides a comprehensive year-long training program for basic literacy providers. The grant addresses literacy instructional techniques useful for teachers and volunteers. Program management and technical assistance will also be provided for tutors, program coordinators, and other central Wyoming educators ($15,750).
- The Adult Learning Center at Western Wyoming College supports ABE and ESL programs for isolated rural adults in small communities in Lincoln and Sublette counties of western Wyoming. Volunteer tutor training and continuing support are integrated into the program plan ($11,350).
- The University of Wyoming supports tutor training and tutor travel in cooperation with a 14-county VISTA Literacy Corps program for isolated rural adults in Wyoming. The grant will help supplement the literacy activities of 12 to 14 VISTA volunteers ($5,000).
- The Albany County Public Library in Laramie recruits, trains, and supports volunteer tutors to work with adults who are unable or unwilling to attend the Adult Learning Center in the community ($2,645).

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